The International Rescue Committee’s Vision not Victim (VNV) works with adolescent girls, parents, and communities to provide girls with equitable opportunities, and create community solutions to combat violence against women and girls and gender inequality. This process provides adolescent girls with a platform to explore their personal aspirations, work with mentors to understand possibilities and choices, create a vision for their future, and build the skills and knowledge they need to pursue their visions.   
  
These visions, depicted through photography and other creative media, are designed to build on the power and potential of adolescent girls, challenge social norms and stereotypes, and illustrate their capabilities as valuable members of society. Recognizing that if girls are confronted by violence, discrimination, and lack of opportunities, their path to independence and achievement will be extraordinarily difficult, the Vision not Victim model engages parents, local leaders, and communities in discussions and collective advocacy to create a safe and supportive environment for girls, and to provide girls with equal life chances and choices.  A key component is sharing the photographs with members of the local community, spurring discussions about how parents and leaders can support the realization of these visions, and inspiring other girls to reconsider their own potential. Building on existing IRC adolescent girl programming, *Vision not Victim* combines advocacy, media, and programming, and includes complimentary activities on the individual, community, and international level.

This process guide is for practitioners working with adolescent girls who wish to integrate Vision not Victim or any of its components into their existing programs for adolescent girls. It is not an independent program to be carried out in isolation, nor is it a curriculum with predetermined knowledge outputs, but a manual on how to facilitate group learning, participatory media, and work with parents and community leaders so that:

**Adolescent girls have the skills and vision they need to make strategic life choices and pursue their potential in a safe and supportive environment.**

The Vision not Victim process works towards this goal by realizing the following objectives:

* Girls have an increased capacity to aspire and plan for their future. (Girls know where they want to go, how to think about where they want to go, who they want to be).
* Girls have increased life skills and knowledge that helps them make strategic life choices and protect them from the threat of violence. (Girls have the skills they need to get where they want to go in a way that keeps them safe, happy, healthy).
* Girls have increased social assets to protect themselves from violence and help them realize their potential. (Girls have the social and emotional support they need to confront the obstacles and challenges they will face).
* Girls are able to *influence their environment* and effectively communicate their needs, ideas, wants, and choices. (Girls can communicate with parents, community, peers what they need, want, and their ideas for the future).
* Change in attitudes and knowledge of girls' family members regarding violence against girls, girls' value, girls' potential.
* Change in attitudes and knowledge of girls' community members regarding violence against girls, girls' value, girls' potential.
* Policy makers, donors, and practitioners are exposed to girls' visions, needs, and solutions.

In this guide you will find:

*(Annotated Table of Contents)*

The information and resources included in this guide are not exhaustive, but a starting point for working with girls and their communities to create equal opportunities and transform perceptions. For additional ideas and information see:

**THE VISION NOT VICTIM PROCESS...**

**...is built on a model of group learning:**

The knowledge and skills generated during the Vision not Victim process, come from girls' insights and experiences and are the result of group-learning. This methodology is participatory; activities and discussions act as a springboard for reflective learning, knowledge generation, and skill building. Participants and the facilitator learn from one another's views and experiences, practicing critical thinking and together determining the flow, objectives, and direction of each session.

**...is customizable:**

This process is structured so that each module builds on the conversations and learning of the last, with girls moving from an understanding of themselves and their world, to developing a vision for their life, to understanding how they are going to achieve their aspirations. While it is recommended that the process be implemented in its entirety and linearly, the modules are designed as independent units so that programs can customize this process to fit their needs and resources.

**..is girl-driven**

Empowerment work cannot be done for, it has to be done with. Adolescent girls often have many people in their lives telling them what to do, with little control over the everyday decisions that ultimately affect their futures. VNV strives to generate situations in every step of the process where girls are in control and feel in control. Whether it is during skill-building, media production, or advocacy, girls' voices, needs, interests, and perspectives are the driving force of their own development and the transformation of their communities.

**...builds capacity**

VNV supports girls in building their physical, intellectual, social, and emotional capacities, strengthening their ability to think and act for themselves, confront challenges, and realize their potential. Additionally, this process views aspiring as a capacity that grows with practice, and helps girls negotiate their agency and the field of possibility.

**...is creative and visual (show don't tell)**

How people view themselves and how they are viewed by others has significant impact; it influences how they act, think, and how others behave towards them. Instead of telling girls, parents, or leaders about the possibilities of girls, VNV strives to support girls in showing their power and potential through visuals, creative media and girls’ action.

**CORE PRINCIPLES:**

**Girls matter because they matter**

This project is about making space for girls to understand that they matter, that they think they are competent, that they want more for themselves, and that they can imagine possibilities outside of what has been constructed for them. That, in itself, is transformative; for girls to know that they are more than someone’s wife, someone’s mother, someone’s free labor, someone’s sexual servicer, someone’s ‘something,’ - that they are firstly and wholly themselves with an imaginative space of their own – one of the most powerful resources they can be given.

**There is no limit to what a girl can achieve**

We cannot speak to what any girl will and will not become. Vision not Victim is built on the believe that it is unethical to program with girls in a way that makes them limit their aspirations and believe that things like being a teacher, doctor, photographer, politician are ‘not for them’. Systems do not change, and the realities for girls do not change, when we accept the ‘traditional’ limitations and encourage them to live smaller and restricted lives. We do have a central role to play in helping them imagine the possibilities they want for themselves, where their futures are not limited to the men they are dependent on, and where they claim a bigger space and a louder voice in the their communities and in the world. In order for things to change, they are first dreamed and imagined. It is unethical for us to say to girls that they need to dream smaller, accept less, think less of themselves and want less for themselves.

**FACILITATING LEARNING:**

Again, VNV is not a curriculum for transmitting content; it is a process where you will be responsible for asking the kinds of questions that help girls work out their own answers. There may be moments where it is appropriate to offer suggestions or an idea or an example from your experience to clarify a point, or to help participants move on; these moments need to be carefully judged to ensure that they are supporting a learning process and not being used to silence someone or demonstrate that a contribution is 'wrong.' It is also about managing a group dynamic and relationships to help everyone to be safe to learn and demonstrating that safety by being willing to engage with challenge, to ask questions of our own on occasion, and to engage respectfully with participants and their views. Key points to remember for working in this way:

**Understand your assumptions, biases, stereotypes, and what you don't know**

Every person has biases, makes use of stereotypes, and works off of assumptions about people and how they behave and think. We are often quick to classify strangers and we tend to see what we expect to see. A significant part of critical thinking, something the participants of this process will be practicing throughout, is being able to recognize and negotiate bias. We don't want to project our ideas - for example what we believe girls should want, say, think onto the girls themselves, and we don’t want our bias or assumptions to subconsciously drive conversations and participation. Before starting your work with the girls, take time to ask yourself questions about biases, stereotypes, assumptions, and questions you may have, and map them out (see Activity ##). Revisit this document before each session so you can be sure to check your bias at the door.

**Be supportive, objective and non-judgmental**

We always want girls to feel comfortable and supported in what they say and do during session. It is not our role to level judgment or determine right or wrong responses during group discussions. It is important for girls to know there are no stupid questions or comments. Don't be dismissive or ignore comments.

**Be flexible and prepared**

The structure, pace, and flow of activities should mirror the development and learning tempo of girls in the group, and address the issues they have identified as being of interest or importance. There is no specific number of activities that should be completed in order to move to the next module or signal that girls have successfully grown in their skill set. That is up to you and the group to determine. That being said, take time to think about and prepare for each session and each module, reflecting on what you will need, and what activities will best fit your group.

**Get to know your group:**

Get to know the girls in your group and take the time to learn about their hopes, fears, passions, and needs. Be alert for any who are shy and detached. Talk to them. Be alert for any who are starting to dominate the group in a negative way - talk to them (away from their peers) and encourage their energy and leadership, but explain why it is important to give everyone chance to express their thoughts and voice.

**Be attentive and responsive to the girls' needs, emotions, comfort-levels, interests, and pace.**

Remember every group will be different: some girls may not be able to read and write and be sure to accommodate them. If you have girls at different levels, strive to create a non-competitive environment that lets all girls shine.

**Understand and use different types of learning styles**

Learning styles are the common ways that people learn. Everyone has a mix of styles; some may have a more dominant style; there is no right mix. The most common learning styles are:

*Visual*: you prefer using pictures, images, and spatial understanding

*Aural*: you prefer using sound and music

*Verbal*: you prefer using words, both in speech and writing

*Physical*: you prefer using your body, hands, and sense of touch

*Logical*: you prefer using logic, reasoning, and systems

*Social*: you prefer to learn in groups with other people

*Solitary*: you prefer to work alone and use self-study.

We've tried to provide activities in this guide for all learning styles. Take time to identify your group’s various learning styles by observing girls' engagement and asking them questions. Design your sessions and opportunities to incorporate the different learning styles of participants. For example, if a few members of your group seem to prefer solitary learning, make sure to include take-home questions and activities that the group can think through on their own and then later share.

**Be comfortable with silence:**

We are asking girls to engage in problem solving and discussion of at times complex subjects. Silence may be because people are thinking, because they are trying to work out what they want to say, because they want to hear what someone else thinks. It is not always the facilitator's role to break a silence, and often, if we are able to sit comfortably with it, a participant will offer a contribution.

**Create a relaxed and participatory environment:**

It is important for facilitators to ensure that girls feel free to contribute during sessions. Some girls may be more vocal than others and it is our role to make sure everyone has an equal voice. Certain seating arrangements, such as circles, can encourage girls to participate.

**Work with the group to collectively develop benchmarks and define success**

When girls have ownership over their learning and growth, they are more likely to engage in the process and it is more likely to be a process that fits their needs, ideas, and vision. Engage girls in discussions about what they want to learn and how they want to grow throughout VNV and within each module. Some questions to start with could be:

*What do you want to get out of this process? Out of each module?*

*What will be our benchmarks of success?*

*What will success look and feel like?*

*What do you want to know and be able to do by the end of VNV/this session?*

**Establish group goals and rules together:**

People are much happier to follow rules and more likely of feel safe if they have had a hand in creating the goals and rules for the group. Activities in session 1 engages the group in creating the goals and rules of the space. Alternatively you can ask girls questions about how they want the group to function. Examples could be:

*“What are some basic ground rules that we should all agree to?”*

*"What kind of behaviors would you want to see?"*

*"How will you know if people are behaving respectfully and what will that look like?”*

*“What do we all hope to get out of this program?”*

*“How will we know if this program is a success?”*

It is important to be as specific as possible, and agree about how the group is going to resolve any conflict. Some groups may need more help then others and asking simple question about whether or not an action is acceptable is usually a good prompt. If your group is stuck, here are some suggested rules to start with:

• Everyone gets an equal chance to participate

• Always use kind words (No insults or hurtful things are said)

• Everyone is respected

• Directions need to be followed

• Anything discussed in the group is not shared outside of the sessions

• Never speak specifically about someone who is not present in the group - if you want to use a real life example use a different name

Write down the ground rules and make sure they are visible during each meeting.

**Turn disagreement into a learning opportunity:**

The group may not always agree and disagreement can spark learning. Agree to disagree is not always the most useful approach. Things that are likely to help with this are; to ask more questions and check that we have understood; to use "I" statements and own what we are saying, to challenge an idea rather than a person, to look for common ground, rather than wanting to be 'right' or ‘win.' Additionally, if you find that your group disagrees on a question, turn this into an opportunity for them to not only think about the issue, but practice their communication skills by asking the two sides to formulate their argument and then respectfully debate.

**Ask open and concrete questions:**

It can be very helpful, when someone asks a question, to ask it back to them ('what do you think? What would your answer be to that?"), to invite an explanation of what is behind and underneath the question. It can also be useful to ask others what they think, as often more than one person is having the same kinds of questions and others may have something useful to add. Finally, it is a good strategy, when people have become stuck, to reframe a question or to ask the same question with a different context, to help think it through from a different perspective.

**Ask for specific examples and illustrations:**

When working at a conceptual level, it is helpful to ground the thinking in specific and concrete examples, which give everyone an opportunity to understand the point they are trying to make. It can also be useful to transfer the idea between examples to test whether it remains true in different circumstances. This also helps to develop critical thinking skills; extracting a key principle or logic and applying it in different circumstances to see whether it still holds true. However, it is important not to ask girls to reveal any private or personal information they may feel uncomfortable discussing. When asking for examples suggest that girls don't use real names or identifying information.

**Summarize and reflect back:**

This is particularly important when we are talking about attitudes and beliefs. It can be deeply uncomfortable to realize that how we have internalized beliefs and ways of thinking is harmful or hurtful. A more useful strategy is to summarize the attitudes that are being expressed and reflect them back. It can also be helpful to ask questions that make contradictions visible and then let people sit with it. Changes in beliefs and attitudes take time and it may be more effective to raise questions than it is to assert that they are wrong.

**Include yourself in the learning process:**

As the facilitator, it can be very helpful at times to ask questions of your own, both to help move people's thinking along and to model that we are all learning, all the time. If we are too quick to give answers we can undermine people's confidence in their own abilities to work things out, and also set up a dynamic where participation becomes little more than asking people to guess what you are thinking or get the right answer. In being willing to talk about how you have learned and the ways you have changed your mind as a result of experience, of input from others, as a result of what you are hearing in this group, you are giving permission to others to do the same. For many girls getting it wrong in school or other formal learning environments was a humiliating experience and it takes time, practice, and positive responses to learn the habit of asking questions an learning aloud.

**Take time to reflect on and celebrate accomplishments of the group:**

So often we hit a benchmark and move straight towards the next goal. It is important to mark moments of achievements in the process, celebrate, and reflect on where you were, what you have accomplished and learned. This positively reinforces what girls have achieved and builds their confidence.

**Maintain boundaries:**

While this process is designed to support self-reflection and engage people in thinking about their own attitudes, beliefs, and understandings, it is not designed to support personal disclosures or to encourage work on personal issues around violence and abuse. It is important that facilitators maintain good boundaries and group safety, and do not overreach their limits and know-how. It is also essential that facilitators maintain their own boundaries well, and manage their own feelings. If girls do approach you with personal concerns of violence directly connect them with other programs in the community providing services for survivors or a colleague that works on these issues directly.

**INTRODUCING VNV TO GIRLS, PARENTS, COMMUNITIES**

At the start of VNV bring a group of parents and community leaders together and have a small focus group discussion to get their insight and input. Ask them questions about how they view the issues and challenges that girls are facing, who and where they think the most vulnerable girls in the community may be, their suggestions for how to address those issues, and run some ideas by them about the project's activities. Be transparent and open. People will appreciate being part of the process and not pushed to the periphery.

**Key tips for Facilitators:**

**Do:**

* Set a respectful and encouraging tone
* View all girls equally, with the same dignity and respect
* Create a physically and emotionally safe environment
* Prepare in advance
* Actively listen
* Encourage regular participation from all members of the group
* Encourage questions
* Offer positive feedback and praise
* Be patient
* Let participants know that you are a learner alongside of them
* Promote conversations and questions that allow girls to explore themselves, their views, values, and wants
* Use a variety of activities appropriate for people who learn and communicate in different ways

**Don't:**

* Criticize participants or their views
* Ignore questions or comments
* Ask participants to reveal personal information
* Project your own beliefs or values on the girls
* Pass judgment
* Assert yourself as an instructor with the 'right answers'

Remember, how you approach adults has a significant impact on their support and engagement in the process. If you treat them as barriers, they are more inclined to act that way. If you approach them as assets and instrumental members in the process and the success of the girls of the community, they are more likely to be engaged and enthusiastic.

Remember, some of the most vulnerable girls will be very hard to reach. You will need to convince their guardians, employers, mothers-in-law or husbands. You will also have to convince the girl herself that she is worthy of and welcome to participate in your program. This will take time and planning and is a critical step in the development of your program.

**Questions to anticipate**

What is this project?

Why are you doing this with girls?

Why are you not doing this with boys?

Will my daughter be compensated?

What kind of commitment does this require?

What is my role as a parent in this program?

**In Jordan, because of limited time we are focusing on the following units:**

* **INTRODUCTION**
* **UNDERSTANDING MYSELF**
* **VISIONING AND IMAGINING**
* **UNDERSTANDING THE WORLD AROUND ME**
* **PLANNING**
* **COMMUNICATION AND LEADERSHIP**

I’ve listed the different icebreakers, activities, and discussions in the order and groupings I am using them here - to give you an idea of how these different pieces might flow together. Because this pilot of VNV is stand-alone and not part of an existing curriculum as it is intended to be - I’ve added in pieces from Girl Empower and the Jordan AG curriculum to fill in some gaps. These are all in rough draft and as we work with our two groups, I’m getting a better idea of what is missing, what works well, and what doesn’t.

**UNIT 1: INTRODUCTION**

**Session 1: Introduction to Vision not Victim and each other**

- Icebreaker 1 - My name in Action: 10 minutes

- Icebreaker 2 - Maria, Maria, Maria: 10 minutes

- Discussion: Explanation of Vision not Victim: 10 minutes

- Activity: Hopes, fears, goals and guidelines of our group: 20 minutes

- Explaining the Camera: 10 minutes

- Activity: You’re a work of Art: 25 minutes

* Check out: Activity – Who are we? 5 minutes
* Alternative Icebreaker: Do you love your neighbor?

**Icebreaker 1:** My name in Action

**Section**: Introduction

**Goal:** Girls learn each other’s names and grow more comfortable in the group

**Key Question:** Who are the girls in my group?

**Materials needed:** None

**Time:** 10 minutes

**Notes to Facilitator:** This activity will allow you to gauge the different levels of confidence amongst the participants.

**Directions:**

Ask the group to form a circle. Have each participant think of an action - a sound or gesture - that reflects who they are. A volunteer goes to the center of the circle, says their name and does their action. Everyone else in the circle has to repeat their name and action back to them twice. The next person in the circle moves into the center and does their name and action for the group to repeat.

**Extension:**

After each participant has presented herself, indicate a person and ask the group to remember their name and action.

**Icebreaker 2:** Maria, Maria, Maria

**Section**: Introduction

**Goal:** Girls learn each other’s names and grow more comfortable in the group

**Key Question:** Who are the girls in my group?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Ask the group to form a circle.

Ask a volunteer to stand in the center of the circle and say the name of another group member 3 times, very quickly. For example: “Maria, Maria, Maria.”

The person who has been called has to answer with their own name before the person in the center has called them for the third time.

If the person called manages to answer in time, the same person stays in the center and tries again with another name. If they do no manage to say their own name in time, they swap places with the person in the middle.

**Discussion:** Explanation of Vision not Victim

**Section**: Introduction

**Goal:** Girls learn about what they will be doing and experiencing in this program.

**Key Question:** What is the Vision not Victim program?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

* Begin by explaining to the group that this is a program where we learn together. Knowledge and information and understanding comes from the group. I, as the facilitator, don’t have the answers, but I’m going to help you learn tools to find the answers and gain confidence in your own ability to think through problems and find solutions.
* For X sessions we will meet – X times a week for about X months. As the knowledge comes from the group, when you’re not here we miss out on your experience, on your insight, your creativity, and your ideas. That’s why it is very important that you come to every session.

In these sessions we will be doing a lot of creative activities to:

* Explore who we are
* Explore and better understand the world around us
* Spend time imagining our future
* Learn how to plan for our future aspirations
* And grow as leaders and communicators

Again, this program is about being creative, learning from each other, and just trying something new.

There are two major components beyond our regular meetings that I want you to know about.

* One is **mentors**. Every couple sessions we will have a successful woman from the community come and speak about her life experience and add knowledge to our group – so you will get to meet, ask questions, and spend time with a lot of amazing women who are pioneers and leaders.
* **The second is photo shoots.** As a group we will spend time thinking about our individual futures – what we want our life to be like. A piece of this imagining will be photo shoots that you will design and direct, as you pose as your future selves achieving a goal. (Show examples from DRC or previous VNV pilots if available). You will each have your own individual photo shoot that will take place outside of our regular meetings.
* Finally, introduce the name of the program: Vision not Victim. Ask the girls to take an educated guess as to what the titles mean – what does Vision mean? And what does Victim mean?

**Pause for questions.**

**Activity:** Hopes, fears, goals and rules for our group and our program

**Section**: Introduction

**Goal:** Girls explore their feelings related to this program and design the goals and rules of the group and program.

**Key Question:** What do I want to get out of this program? What am I afraid I might experience in this program? What am I excited about learning?

**Materials needed:** Flip chart paper, markers

**Time:** 20 minutes

**Notes to facilitator:** It is important to revisit both the girls’ goals and rules throughout the session and as you plan for the following weeks. Try to integrate the girls’ goals into sessions –for example, if they are really interested in learning how to manage money or improve their public speaking skills consult the resources here and those recommended in the appendix and design a session or activity that fulfills those goals.

**Directions:**

* Divide a piece of chart paper into 2 columns – label one hopes and the other fears.
* Ask the girls to think about what they hope to gain from this program – examples could include “I hope that I will learn about myself,” or “I hope I will become a better leader.” Some girls may remark certain hopes outside the scope of the program - for example I hope to learn English. If this happens, explain that because we have limited time we have to keep our main hopes connected to what the program includes - this program does not include a language learning component. However, as a facilitator, think of creative ways you could work this goal into activities - for example, by including some new english vocabulary in icebreakers or communication exercises.
* Then ask them to name things they might fear during the program – examples could include “I’m afraid I might embarrass myself,” or “I’m afraid I won’t make any friends,” or “I’m afraid I will be judged.”
* Pin this paper on the wall and on a fresh sheet of paper brainstorm with the girls the goals of the program based on their hopes.
* On a separate piece of paper, brainstorm a different rule that will prevent each fear listed. Examples might include – we don’t judge one another, we don’t talk about what participants have said outside the sessions, etc.
* Tell girls that these rules will last throughout the whole program and we can each refer to them if we believe a rule is not being followed. Some important rules to suggest as additions to the list are:

- Ask Questions: Curiosity is important and a lot of times the right questions are more important than the answers. There are no stupid questions.

- Respect one another and each other’s thoughts, views, ideas.

- Our privacy as a group is important. Girls should not share what other members have said during sessions. This is a safe space.

* When you’ve all agreed on a set of rules for the group pin them to the wall and make sure they are visible during every session.

**Activity:** The Camera - Part I

**Section**: Monitoring and Evaluation

**Goal:** Girls learn how to use the camera and how and when they should use it during future sessions. We can evaluate what girls are learning and what they see as important through photography.

**Key Question:** What do I want to capture during this program? What is important during this program?

**Key M&E Question(s):**

**Materials needed:** Point-and-shoot camera, batteries, memory card

**Time:** 10 minutes

**Notes to facilitator:**

* This activity should be a part of one of the first few sessions.
* It might take a couple of sessions for the girls to get used to the camera and remember it is there, so keep reminding them as sessions continue. Make sure to keep track of how many photos are taken and be sure that the camera is being shared equally among the girls.
* This activity is part of the M&E for Vision not Victim. The images taken by the girls during sessions will be used for periodic reflections with the group to see what they have learned, how they may have changed, and what they valued in the sessions.

**Directions:**

* Show girls the group’s point-and-shoot camera.
* Explain to the group that during all sessions, all participants will have access to this camera.
* They should feel free to take photos of any moment they think is important during the session. However, there is a limit of 10 photos taken per session. Tell them you will keep track of how many are taken and ask that they each take turns and give other girls a chance to use the camera if they already have the previous session.
* Show them how to turn the camera on and take a picture. Pass the camera around the group and have each girl practice taking a photo.

*This second activity will happen at a later session but I’ve put it here as well so you can see how we will use these images.*

**Activity:** The Camera - Part II

**Section:** Monitoring and Evaluation

**Goal:** Girls reflect on what they have learned, experienced and if they have changed over the past sessions.

**Key Question:** What have I learned? How have I changed as part of this program?

**Key M&E Question(s):**

**Materials needed:** Poster board, markers, printed photos from the group camera

**Time:** 20-30 minutes

**Notes to facilitator:** This activity should be repeated every 6-8 sessions.

**Directions:**

* Before the session, print out the photos that the girls have taken with the group camera over the previous 6-8 sessions (since the previous time you did this activity).
* Place them on the table and ask the girls to pick out the 15-20 photos they think are the most important.
* Tape them to poster board leaving plenty of space below.
* Ask the girls to reflect on the moments in these photos and why they are important – what was happening here? What did you learn? What changed for you? Ask the girls to write their responses below the photos – these don’t have to be full sentences – just words and phrases. For girls who can’t write, ask them to draw a little picture, or pair them with a girl who can help them.
* Afterwards, bring the group together and talk through each photo and their thoughts.
* Make sure to document their reactions and reflections, as this will be a gauge of the program.

**Activity:** You’re a work of art

**Section**: Introduction

**Goal:** Girls get to know one another and themselves.

**Key Question:** Who am I and who are the girls in this group?

**Materials needed:** Sheet of paper per girl, markers, crayons, other materials such as beads, glitter, glue, scraps of cloth, flowers, etc.

**Time:** 25 minutes

**Directions:**

* As a group brainstorm the types of questions you would ask someone in order to get to know them better such as: What are your favorite things to do? Who is in your family? Where are you from? How would you describe your personality? Etc. Write these down on chart paper so all the girls can see. Encourage the girls to think creatively.
* Divide the girls into pairs, ideally mixing them up so that they are with another girl that they do not know well. Give them each a sheet of paper.
* Ask them to get to know each other for 5-10 minutes, taking turns asking one another questions about their partners life, likes, dislikes, and interests – drawing from the group brainstorm questions.
* After this, explain that they have 20 minutes to create a work of art about their partner based on what they have learned. They can use all the art materials provided and should be as creative as possible. Make sure to explain that the artwork does not need to be a replica of their partner's face, but can even be abstract and show their partner's personality through shapes, colors and words.
* At the end of 20 minutes, ask the girls to reconvene as a group, and have each girl present her work of art and what it says about her partner. Ask the girls questions about what they feel they have in common with their partner and what different things they each bring to the group.

**Check-out Activity:** Who are we?

**Section**: Understanding

**Goal:** Girls get to know the commonalities amongst them

**Key Question:** Who are we as a group? What do we have in common?

**Materials needed:**

**Time:** 10 minutes

**Directions:**

Explain to the group that they are going to respond to the question ‘who are we?’ Each person in turn should answer this question with a sentence, for example, ‘we are female,’ ‘we are wearing blue,’ ‘we love to sing,’ ‘we have dreams,’ ‘we face struggles,’ etc. After each response, all the girls should raise their hands if they feel like they are included in that particular statement.

Follow up this game with a quick conversation about the group identity. Were the girls surprised at what they had in common? Where they surprised at the diversity of the group?

**Alternative** **Icebreaker:** Do you love your neighbor?

**Section**: Introduction

**Goal:** Girls get to know the commonalities amongst the group.

**Key Question:** Who are we as a group? What do we have in common?

**Materials needed:** none

**Time:** 5-10 minutes

**Directions:**

* Ask the girls to sit in a circle with one volunteer in the middle. There should be one less chair then number of girls in the group.
* The volunteer in the middle can choose any girl in the circle and ask her the question, “do you love your neighbor?”
* The selected girl can answer in two ways:
  + She can say “no” in which case the person on her left and the person on her right have to switch chairs, while the volunteer in the middle tries to sit in one of their chairs. If she is successful the person left without a chair is now in the middle and can ask the question to another girl.
  + She can say “yes, but only if….” and list off some criteria - for example, but only if she is wearing blue, but only if she is Syrian, but only if she loves to play football. All the girls in the group who fit that criteria have to change seats, while the volunteer in the middle tries to find a seat. The person left without a chair is in the middle and can ask the question to another girl.

**UNIT 2: UNDERSTANDING MYSELF**

**Session 2: Getting to know each other and yourself**

- Check in: 5 minutes

- Icebreaker - Who am I? : 10 minutes

- M&E Activity - Lifeline: 15 minutes

- M&E Activity – Evaluation pre-activity: 15 minutes

- Conversation and Activity: My Identity 10 minutes

- Activity - Personal Flag: 30 minutes

- Check out and relaxation: 5 minutes

**Check in:** Every session will begin with a quick check-in. You may choose to ask the girls about their week, if anyone has any highlights or challenges they want to share. Once you begin with the journals, the check-ins are a great opportunity to ask if any of the girls would like to share what they wrote or drew for that week’s challenge.

**Icebreaker:** Who am I?

**Section**: Understanding

**Goal:** Girls understand the different pieces that make up an identity

**Key Question:** What makes up an identity?

**Materials needed:** none

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

* Ask for a volunteer from the group. The volunteer should leave the room while the rest of the group chooses a well-known or famous person. This can be an historical character or current sportsman, musician, TV personality, celebrity etc. Have a good mix of men and women.
* Keeping the names hidden, invite the volunteer back into the room and into the middle of the circle and stick the post-it note on her forehead. She must then ask questions of the others to find out her identity. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. When she has guessed who she is the round is over.

**M&E Activity: Lifeline**

**Section**: Monitoring and Evaluation

**Goal:** M&E, Girls reflect on their past and how they feel about their future

**Key Question:** What were the key moments of my life thus far and what do I feel will be key moments in the future – how will I feel about these?

**M&E Question:** What kinds of changes take place in girls’ conception and feelings towards their future as they participate in Vision not Victim?

**Materials needed:** Lifeline worksheet

**Time:** 15 minutes

**Notes to facilitator:** This activity will be repeated at the end of the program. The two lifelines will be compared as a form of M&E to gauge if VNV has changed how girls think about their future. We will also do this activity with parents as well and compare their lifeline for their daughter with their daughter’s lifeline.

If girls have trouble writing, tell them they can draw a small picture near each dot that represents that event or ask another girl to help them with the activity.

**Directions:**

* Ask the girls to take a few minutes and make a list of at least 8 key moments in their life starting with their birth – the experiences that have shaped who they are. These can be victories and crises endured. A few examples might include the first day of school, completing a project, moving to a different place, etc.
* On the first half of their timeline, ask the girls to plot these points in the order that they happened. They should put happy things above the line and bad things below the line and should place them higher or lower to show how they felt about them at the time. The very middle of their timeline is this present moment. They should label these points with what happened and how old they were.
* Next, ask them to think about the important moments they will have in their future – examples could be graduating from school, finishing this program, getting married, etc. They should plot these points on the second half of the timeline in the same vein as those of their past – those that are good should be above the line and those that are bad should be below.
* Finally, ask them to connect the dots. They should label these points with what will happen and how old they think they might be.
* Ask the girls to present their lifeline to the group if they feel comfortable. Tell them that we will be returning to this activity at the end of the program. Collect the lifelines and make sure to keep them in a safe place.

M&E **Activity:** Evaluation Activity

**Section**: Understanding

**Goal:** Understand what the girls’ presently understand and think about the topics we will cover.

**Key Question:**

**Key M&E Question(s):** What is the group’s baseline of understanding on the topics we will cover?

**Materials needed:** List of questions and camera, memory card

**Time:** 15 minutes

**Notes to facilitator:** Take a photograph or a video after each statement showing where the girls fall in the room. Make sure to keep track of which photographs will correspond with which statements. We divide these images into a grid and plot the girls’ position for each statement. This exercise will be repeated at the end of the program and we will evaluate the change in girls’ responses.

**Directions:**

* Chose one wall of the room to signify “I strongly agree” and the opposite wall to signify “I strongly disagree.”
* Explain that you are going to read several statements (make sure you select those that are most appropriate for the age and context of the group) and after each statement is read, each girl should silently move to where she falls in the room.
* Make sure to stress that this is what SHE believes and not what the other girls believe. She will not be judged by others’ choices.
* If she somewhat agrees then she can move a bit away from the wall and if she has no opinion then she should stand right in the center.
* Once the girls have found their spots, ask for volunteers to explain why they chose to stand where they did.
* After going through the list here, ask for volunteers to read off a few statements and lead the activity.
* Blue is the best color
* Chocolate is disgusting
* There are certain professions that a woman can’t be
* There are certain professions that a man can’t be
* All girls like cooking and cleaning
* It is best if a woman doesn’t have a career
* I can achieve anything if I work hard
* I know what I want to be when I grow up
* I know how I will achieve my dream
* My parents will prevent me from achieving my dream
* My community will prevent me from achieving my dream
* I know what a mentor is.
* I have a mentor.
* Culture and tradition are very important
* Culture and tradition should never be questioned
* If you are a girl, it is better to be pretty than smart
* Men are better leaders than women
* It is okay for a man to hit his wife and children if he feels it is necessary
* It is okay for a man to hit his wife if she talks back to him
* If someone hurts me I should tell someone and get help
* If someone hurts me I know where to find help
* Girls are just as important as boys
* I feel good about who I am

At the end of the exercise ask the girls

- Which statements did you feel the strongest about?

- Which statements were you unsure about how you felt?

- Were their statements we all disagreed upon? What were they?

**Discussion:** What makes up an identity?

**Section**: Understanding

**Goal:** Girls define and understand the word ‘identity.’

**Key Question:** What is ‘identity’ and what is it comprised of?

**Materials needed:** None

**Time:** 15 minutes

**Notes to facilitator:**

**Directions:**

* Ask the girls to define the word “identity.” It is a difficult and abstract word, but give them space to think about and come up with a few ideas. If they are having trouble, use this as an opportunity to ask them how to find answers we don’t know. Suggest that in pairs they take 2 minutes and ask members of IRC staff or women in the women’s center, making sure they don’t disturb any formal activities and don’t leave the women’s center. Ask them to report back.
* Divide a piece of chart paper into two columns – one for internal characteristics and one for external characteristics. Ask the group to list things in each of these columns that make up a person’s identity.
* If the group gets stuck some internal examples may be personality, talents, gender, and some external examples may be family, community, and religion. If the group is having difficulties, you may also want to pick an individual - someone that every girl in the group would know – and use this person as an example. Use someone famous or even yourself, and ask the girls if they can define your identity. Reference the icebreaker we did at the beginning of the session – what were the types of questions that volunteers ask to find out who they were? Finally, ask them if they think a person’s identity changes over time? Why or why not and what can make it change?

**Activity: Personal Flag** and **Group Flag**

**Section**: Understanding

**Goal:** Girls understand and share the key points of their own identity. They understand how their identities change, as they become part of a group and learn more about what they share with one another.

**Key Question:** Who am I? What do I feel is most important about me? Who are we?

**Materials needed:** Flag material – either a piece of paper for each girl, or a piece of cloth, markers or paint, glue, beads, felt, scissors, glitter, etc. Large piece of construction paper or chart paper. Printed example flags.

**Time:** 40 minutes

**Notes to facilitator:**

**Directions:**

Explain to the girls that now that we have an idea of what are the things that can make up an identity – they should take a few minutes to think about what comprises their identity (they can jot down a list or draw some sketches). Do they get to pick and choose what makes up their identity? Do they get to choose what things are more important to their identity than others?

After they have had a few minutes to think, introduce the flag activity. Explain to the group that flags are symbols for a country’s identity. Hold up a few examples of flags and ask girls to guess at what the colors and designs might symbolize for that country. In this activity, participants will be making their own flags meant to symbolize their own identity.

Then tell them they have 15 minutes to use all the materials here to create their own flag and make sure to mention they will have to explain every piece of their flag – including all the colors. After the 15 minutes are up, reconvene the circle and ask the girls to go around the room explaining their flag and its different symbols.

Next, ask the group to think back to the closing activity last session. What were the things that made up the group’s identity? Ask them how each of their unique characteristics, and their common characteristics can make up a group identity? Together as a group, brainstorm what a group flag could include–What color would it be? What would each piece of the flag symbolize? How can we incorporate all the girls in the group into one flag? Write down each of these pieces.

Split the group into two smaller groups and ask each smaller group to elect a leader. Give each group a large piece of construction or chart paper. Tell them they have ten minutes, under the direction of their leader, to use the ideas from the brainstorm to create a flag for the entire group. They do not need to include every piece of the brainstorm, but they should be sure to include at least 3 or 4 of the group’s ideas. Each person in the group has to have a part in the creation of this flag.

At the end of ten minutes ask the groups to reconvene and present their flags. Keep these hung on the wall throughout the whole program as a reminder of the group’s shared identity.

**Session 3: My talents and traits**

- Check in: 5 minutes

- Icebreaker 2: Toilet Paper: 10 minutes

- Conversation: What is self esteem and why is it important?: 15 minutes

- Activity: Chain of talents: 30 minutes

* Activity: Bracelet activity: 15 minutes
* Conversation: Introduction to Journal: 10 minutes

- Check out: 5 minutes

**Icebreaker:** Toilet Paper Game

**Section**: Understanding

**Goal:** Girls build self-esteem and learn more about one another

**Key Question:** What are the positive characteristics of me?

**Materials needed:** Roll of toilet paper

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Have the group sit in a circle and hold up a roll of toilet paper. Tell the girls you are going to pass it around the circle and they can take off as many or as few sheets as they like.

After the roll has gone all the way around tell them that for each sheet they have taken, they have to tell the group something positive about themselves. For example, if one girl took 5 sheets then she has to say five positive things (I am smart, I am good at playing soccer, etc.).

**Conversation:** Self-esteem

**Section**: Understanding

**Goal:** Girls understand what self-esteem is and why it is important.

**Key Question:** What is self-esteem, how is it influenced by ourselves and others, and why is it important?

**Materials needed:** Chart paper

**Time:** 15 minutes

**Notes to facilitator:**

Ask the girls if they’ve ever come across the word “self-esteem” and if they can define it. If they are having trouble help them with the analogy below, but ask that they then try to define it drawing on what they can learn from the metaphor.

Self-esteem has been compared to a bucket of water. It starts out full when we're born, but whenever we develop negative beliefs about ourselves or when we hear people say mean things to us, it's like poking little holes in that bucket and our self-esteem drips out. Whenever people say or do something nice for us it is like they are adding water to the bucket.

Ask the group brainstorm a list of things we do or say to ourselves that pokes holes in the self-esteem bucket. Make a second list for the things we do or say to others that pokes holes in their bucket. Finally, what are the things we can say or do for ourselves or others that adds water to our bucket? Put this list on the wall to serve as a constant reminder.

Finally, ask the girls why they think good self-esteem is important and what good self-esteem helps us to do. Remind them that people with high self-esteem are confident, not afraid to say their opinions, and don’t worry so much about what other people think about them.

**Activity:** Chain of talents

**Section**: Understanding

**Goal:** Girls see that they are talented as individuals and that their group is comprised of girls with many different talents.

**Key Question:** What am I good at?

**Materials needed:** Strips of paper, markers, glue stick

**Time:** 30 minutes

**Notes to facilitator:**

**Directions:**

Ask the group to define the word ‘talent’ and ask them if they think that everyone is talented? Ask them how would you ask someone about their talents? An example could be “What are you good at” or “What do you do well?” Choose one of these questions and go around the circle asking each girl to respond-naming one thing they are good at. Go around the circle several times.

Some girls may struggle with this, but encourage and support them to think about the things they do in their lives and help them to pinpoint or find themselves those things they can do well. Tell them that however small they think it is, it is still just as important. Remind the whole group during this activity that it does not necessarily mean something they are good at in school, but it can be literally anything.

After, this give each girl 10 strips of paper and markers. Using these, ask them to write on each strip one thing they are good at. Again, you may need to provide some encouragement and motivation.

When they have done this, using the glue, they should start linking these strips together to form a long chain. Then get the girls to connect their chain to the others in the group until eventually you have a long chain of talents within the group!

You can hang this on the wall to remind the girls of their great talents in the group!

**Activity:** Bracelet

**Section**: Understanding

**Goal:** Girls realize and are reminded of their self worth

**Key Question:** Who am I and what are my positive characteristics?

**Materials needed:** Different color beads, string, clasps, etc.

**Time:** 15 minutes

**Notes to facilitator:**

**Directions:**

Ask the girls to now define what a ‘characteristic’ is. How do your characteristics relate to your identity? Ask them to create a list of positive characteristics they see in themselves or in the other girls around the room. Remind them of the discussion earlier in the session and that skills and characteristics are different, although they can be related. If they are having difficulty ask them to fill in the sentence “I am \_\_\_\_\_\_\_\_\_\_\_\_\_” some examples could include, smart, loving, brave, athletic, etc.

When you have a list, ask the girls to pick the top 5-10 characteristics (as many as you have different colored beads -1). Assign each color of bead a characteristic from the list and leave one color open – to represent whatever characteristic they like. Tell the girls they are going to make a bracelet now to represent their attributes. If they feel they embody one of the attributes more than the other, then they should use that corresponding color more than the others. Tell them they can include whichever colors in whichever quantities they feel best represents who they are. After they are finished, have them narrate their bracelets to the group. Ask them to wear these bracelets all the time (or at least every time the group meets) as a reminder of all their positive characteristics.

**Discussion:** Introduction to Journals

**Section**: Understanding

**Goal:** Girls understand the purpose of their journals.

**Key Question:** Who am I? What do I want to share in my journal?

**Materials needed:** One notebook or journal for each girl.

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Tell the girls that as part of this program they will be given journals to write or draw in every week. They may be asked to complete a challenge every week or every day – as long as they do that challenge they are welcome to fill up more pages with their thoughts, sketches, poems – whatever they want. Tell them that they must bring the journal with they every week, and while they may be asked to share what they wrote or drew with the group, this is their journal and no one will read any of it without their permission.

Explain that the first journal challenge will be to introduce who they are and what they learned about themselves this week. Secondly, they should ask their parents and family members what they think their daughter’s greatest talents and skills are and document those as well.

Especially if you have girls who are illiterate in your group, again stress to the girls that if they don’t feel comfortable writing, they can draw as a way of documenting their responses.

**Note to facilitator:** We use the journals because they give girls the space to reflect and explore their imagination, but also so that the things we do during activities – the critical thinking, visioning, and planning are practiced by the girls outside of our meeting times and become habit.

**UNIT 3: VISIONING AND IMAGINING**

**Session 4: Visioning and Imaging**

**Breakdown:**

- Check in: 5 minutes (Journal recap)

- Icebreaker - How many uses are there for a bucket? : 10 minutes

- Discussion: Conversation on careers: 20 minutes

- Activity: Daydream: 10-15 minutes

* Discussion: Preparing for Mentor: 15 minutes
* Mentor discussion: 25 minutes

- Check out: 5 minutes

- Journal Challenge: Interview a woman who inspires you

**Icebreaker:** How many uses are there for a bucket?

**Section**: Visioning and Imagining

**Goal:** Girls think creatively and outside the box

**Key Question:** How creative can I be?

**Materials needed:** 6-7 everyday objects

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Divide the group into pairs or groups of three and give each group an everyday object. Go from group to group and ask each to take a turn improvising with their object. (for example, using a bucket as a chair, a hat, a hole in the ground…). Once you’ve gone several rounds, any group that can’t find a use for their object is out. The winner is the group that can come up with the most uses for their object.

**Discussion:** Careers

**Section**: Visioning and Imagining

**Goal:** Girls explore different career possibilities.

**Key Question:** What kinds of careers are there? What careers can women do? What careers interest me?

**Materials needed:** Chart paper, Successful women slideshow

**Time:** 20 minutes

**Notes to facilitator:**

**Directions**

Gather the girls in a circle, and start by going around the circle and asking them each to list off different types of careers. Write what they say up on chart paper.

Follow this by asking them if there are any careers that women can't do or shouldn't do? Why?

Write up what they say up on chart paper. In a previous group I worked with there was a split in the room - with some girls arguing there are things women can’t do and there are not things women can’t do. We used this as an opportunity for the girls to practice their public speaking skills and staged a short debate. tAsk those with differing opinions to take moments to prepare their argument and use examples. Then have them respectfully debate one another for a few minutes.

Show the group the slideshow of successful career women doing a range of jobs - including some that they be considered "jobs for men only". (include women pilots, astronauts, mechanics, politicians, police women, as well as sportswomen, teachers, doctors, business women, etc). This slideshow has been prepared for Jordan, but should be remade for each regional context with women who are similar to these girls.

As they are looking at them, ask them: "What do they think when they see these women in these roles and jobs?", "Do the find them inspiring?", "Do they think that women shouldn't do some of these jobs?" - If so, ask them "Why?", challenge them on this.

Encourage them to think about the idea that there that women can achieve and do just as much as men can if they are determined and motivated enough; that there are no men or women only careers.

If you feel it would be appropriate, you could even ask them: "If being a female pilot is accepted in this culture? Why or why not?

Wrap up the conversation by telling girls that when they think about their future career this is an aspiration – it is something that you aspire to, that you work towards. Ask the girls to define the difference between a fantasy and aspiration and see if they can give an example for both. If they are having a hard time use the example: If I asked you what you want to be when you grow up and you said “princess” is that a fantasy or aspiration? What about if you said you wanted to be a teacher?

**Activity:** Daydream

**Section**: Visioning and Imagining

**Goal:** Girls think about their future dream careers.

**Key Question:** What do I want to be when I grow up?

**Materials needed:** None

**Time:** 10-15 minutes

**Notes to facilitator:**

**Directions**

Ask the girls to spread out into their own space in the room. Tell them they are going to have a few minutes of quiet time to think about what they want to be when they grow up. Remind them that what they want to be may change this week to next week, but ask them to think about their talents, their traits, what they believe, and how these might all connect to what career they want to pursue.

After giving them some time to think, bring them back into the circle and ask them to share their initial thoughts and explain why this career appeals to them.

**Facilitator’s Notes:** Take note of what they say, and see if it changes down the road as the girls are exposed to more mentors.

While daydreaming is often overlooked, it is a powerful tool for coping with problems and planning for the future. Adolescent girls in this context rarely have time for themselves and designated time to focus their thoughts inward.

**Discussion:** Preparing for mentors

**Section**: Visioning and Imagining

**Goal:** Girls prepare for meeting mentors.

**Key Question:** What kinds of things do I want to know about successful women? What kinds of advice can they give me?

**Materials needed:** Chart paper

**Time:** 15 minutes

**Notes to facilitator:**

**Directions**

Over the past few weeks we’ve focused on where we have each been and where we are today. We’re now spending the next few weeks focused on imagining where we want to be in the future. One way we are going to do that is by having a mentor come and speak with us every other week.

Ask the girls to define “mentor.”

If they are having trouble explain that a mentor is a type of role model, someone who you can look up to, someone who will offer you guidance and advice for your own life. Give the girls a few minutes to think about a role model she may have in her life. Go around the circle and ask each girl to name a role model in her life – it could be someone famous, someone she knows, it can even be someone younger than her – and describe why she looks up to that person. Ask the group if there can be negative role models and if they can describe a few.

Explain that we are going to have a mentor come and speak with us today – she is going to talk about her life, the obstacles she faced, and how she got to where she is. You will all have the opportunity to ask her questions after she speaks. Before she arrives, together let’s brainstorm a few questions that we can ask her about her life story.

If the girls are stuck, some sample questions could be :

Why did she choose her career?

Did she always want to do that career, or did she start somewhere else first?

What steps did she take to be successful? Education? Etc?

Did she face many challenges to get to where she has got?

What has been a highlight of her life so far?

Does she have any advice she would give these girls in terms of following their career dreams and ambitions?

**Activity:** Mentor Speaks

**Section**: Visioning and Imagining

**Goal:** Girls learn about the life of a successful woman from their community. They can ask her questions and get advice for their own lives.

**Key Question:** What kinds of careers could I be? What obstacles might I face in the future? Who can I draw inspiration from? What are tips that will guide me towards my desired future?

**Materials needed:**

**Time:** 25 minutes

**Notes to facilitator:** The mentor speakers should be successful women from the community who have overcome obstacles to achieve their dreams. We’ve found the best way to find potential mentors is by speaking with staff and leaders in the community who often can easily name prominent women in the area. When inviting the mentors to speak be sure to prepare them first, explaining the purpose of the program, and what you would like them to talk about.

**Directions:**

Introduce the mentor for the week and before she begins have each member of the group introduce herself as well. Ask the mentor to tell the girls about her life, obstacles she has overcome, and her career and prompt the girls to ask their questions.

Make sure to thank the mentor at the end of the session.

**Journal Challenge:** Role Models

**Section**: Visioning and Imagining

**Goal:** Girls practice interviewing and communication skills and learn more about a role model in their life.

**Key Question:** Who is my role model? What can I learn from women who inspire me?

**Materials needed: Journal**

**Notes to facilitator:**

**Directions**

Before closing ask the girls if they think they are role models – why or why not?

Tell the girls that for their journal challenge they should try to interview a woman role model that they know – drawing from the of the questions we discussed today. This woman can be someone in their family, in school, a neighbor, at mosque, etc. It doesn’t necessarily have to be an older woman - it could even be one of their friends. Remind them of the questions we came up with for the mentor and suggest they use them as a starting point for their interview.

**Session 5: Visioning and Imagining**

- Check in: 10 minutes (Present the woman you interviewed)

- Icebreaker – Hours in the day: 10 minutes

- Discussion – What are all the other parts of your future? – 10 minutes

- Activity: My present, my future: 50 minutes

- Homework explanation: 5 minutes

- Check out: 5 minutes

**Icebreaker:** Hours of the day

**Section**: Visioning and Imagining

**Goal:** Girls explore what a day in their future could entail

**Key Question:** What do I want my future life to be like?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Ask the girls to move into their own space in the room. Tell them that you are going to walk them through a day in their life, and without speaking they are going to act out what they are doing in each hour. For example, if you start with 6 am perhaps they are lying in bed or just waking up. As you move to 7 am - perhaps they are outside getting water or getting ready for school. They shouldn’t speak but silently act out what they are doing at that time.

Next, tell the group that you are going to walk them through a day in their future life - when they are 35 years old and they are going to repeat the same activity.

Give them a few minutes to prepare themselves – ask them to think about where they are, who is around them, what they will be doing, seeing, and feeling. Then begin with 6 am, 7 am, 9am, etc. and watch them act out these moments of their future life. After the activity ask them how they felt during those moments.

**Discussion:** Parts of my future

**Section**: Visioning and Imagining

**Goal:** Girls explore different aspects of their future life.

**Key Question:** What do I want my future life to be like?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

In this discussion you will be asking the group to broaden their vision of their future to cover not only their career, but also what they want their personal life to be. Ask the girls to list out the different elements of our lives – what different things do we have besides a career? If they are having difficulties ask them to think back to the icebreaker – what were they doing in the morning – were they waking up their children? Were they reading? What were they doing after work? Were they exploring a passion? Were they in a foreign place? Explain that these are all pieces of our future aspirations and are important to work towards, plan for, and keep in mind when we make our decisions. Reiterate that what we want for our future may change as we experience new things, the important thing is to always keep thinking about what we want for our lives.

**Activity:** My present, My future - Part I

**Section**: Visioning and Imagining

**Goal:** Girls explore the different elements of their present including and outside of the professional sphere. They juxtapose their present and future and begin thinking about where they need to go.

**Key Question:** What do I want for my future life?

**Materials needed:** Large pieces of paper, markers, glue, magazines, scissors, etc.

**Time:** 50 minutes

**Notes to facilitator:** This activity is the first part of an activity that will be continued during one of the planning sessions. Girls will revisit their papers to add in their strategic plans later on.

**Directions:**

Give the girls a large piece of paper and ask them to fold it into thirds. Tell them that the bottom or right third of the paper is their present and the top or left third is their future.

Ask them to decorate these two thirds with magazine cut outs, drawings, etc. to represent what their present is like and what they want their future to be. Remind them of the conversation earlier in the session and tell them to not only include professional aspirations, but personal ones as well. Make sure they leave the middle third blank.

When they are finished, have them present their present and future to the group. Collect these papers and hold onto them, as we will use them during one of the planning sessions.

**Journal Challenge:** Daily Life

**Section**: Visioning and Imagining

**Goal:** Girls continue to think about what they want for their future.

**Key Question:** What do I want my future life to be like?

**Materials needed:** Journal

**Notes to facilitator:**

**Directions:**

Tell the girls that their journal challenge for the next week will be to write/draw daily entries about their day. However, these will not be days in the present – they will be days in the future. Ask that they write/draw about what they envisioned happened in that day - using the icebreaker of this session as a guideline – at 8 am, I did this, at 10 I did this. Ask that they also include challenges and achievements and what they felt throughout the day.

**Session 6: Visioning and Imagining – Preparing for Photo Shoots**

- Check in: 5 minutes

- Icebreaker: 1,2,3 Snap! : 10 minutes

- Activity: Concept Drawing for photo shoots: 20 minutes

- Activity: Defining Success: 20 minutes

- Activity: M&E Printed photos of the past month, comment on what is important, what they’ve learned what has changed – 20 minutes

- Mentor Speaks – 25 minutes

**Check in: 5 minutes - Journal sharing**

**Icebreaker:** 1,2,3 Snap!

**Section**: Visioning and Imagining

**Goal:** Girls feel more comfortable in front of the camera.

**Key Question:** How creative can I be?

**Materials needed:** Camera, memory card

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

The objective of the game is to touch the person who is the caller, without being seen by them. Ask a volunteer to stand at one end of the room with the camera. They are the caller. The caller stands with their back to the group and thinks of an emotion (fear, happiness, etc….). The group begins to move towards her. She then calls out 1, 2, 3, and then an emotion and quickly turns around and snaps a photo. As soon as she turns, the group must freeze into an image of the emotion that was called. If anyone moves, or if the caller doesn’t think their image responds to the emotion she called, she can send them back to the end of the room again. The caller continues to call different emotions and turn around until one of the players manages to touch her.

Extension: To get the girls really thinking creatively, substitute in emotions for names of fruits or vegetables. When the caller names a fruit and turns around, participants have to try to embody that fruit with their body and voice.

**Activity: Concept Drawings**

**Section**: Visioning and Imagining

**Goal:** Girls design their photo shoots while thinking more about their future aspirations.

**Key Question:** What will be a key moment of my future? What will I achieve?

**Materials needed:** Paper, markers

**Time:** 20 minutes

**Notes to facilitator:** The drawings of each girl will be the inspiration for her photo shoot. Make sure to note all the details she draws or talks about and try your best to incorporate these into the logistics of her shoot. This is about giving her control over the captured scene and making her image accurately reflect what she envisions for herself in the future.

**Directions:**

Tell the group that they each will be working on a concept drawing- a sketch that will be the inspiration for their upcoming photo shoot. They should take a few minutes and imagine their future self achieving a goal – most likely this will be professional, although it doesn’t necessarily have to be. Ask the girls to think about what they are doing in that moment, what they are wearing, where they are, who is around them, and how they feel. They should try as best they can to capture all these elements in their drawing.

Ask each girl to present her drawing and narrate her scene in the future. Make sure to collect their drawings at the end of the activity.

**Activity: Defining Success**

**Section**: Visioning and Imagining

**Goal:** Girls understand that while what they want may change throughout their life, the act of wanting and moving towards their goals is most important. Girls are empowered to describe their personal definition of success.

**Key Question:** How will I measure my successes?

**Materials needed:** Chart paper, Success quotes

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Begin by asking the group what "success' means to them. Encourage the girls to finish the sentence “To me, success means \_\_\_\_\_\_\_\_\_\_\_\_\_” and write their responses on chart paper.

Next, ask the girls to form groups of 3-4 girls each. If possible make sure at least one girl in each group can read and write.

Give each group 5 sheets of paper - each numbered 1-5 and each with a quote about success. Ask the girls as a group to read each quote and discuss the following questions - with one girl taking notes of their responses: what are the important words in this quote? how is this person’s definition of success different or similar than mine?

Ask the girls to rank the quotes from their favorite to their least favorite.

Reconvene the groups in the circle and ask each group to share what they discussed, as well as present their favorite quote.

Conclude the conversation by explaining to the girls that while our aspirations may change over time, as we experience and learn new things, we should always want something for our lives and aim for success - whatever that means to us. Our success is not tied to one single dream - if we dream of being a lawyer and perhaps become a teacher instead - that doesn’t mean we were unsuccessful. Nobody can define success for us - only we as individuals can determine what we will see as a successful life.

**Some sample quotes:**

“Success is feeling great about what you have done when you have figured out a way to overcome barriers.”

“Success means that I have determination and loyalty to myself while becoming the best person I can be.”

“Success is about having passion and dedication for something that holds a special place in your heart; it's about wanting it and going for it, even if everyone else is doing something different.”

“Success is making the best of the opportunities that are presented to us in order to do good things for ourselves and for those around us.”

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

“Remember, success is not only when you achieve something big. It can also be in the small things of daily life. You can enjoy it many times, every day.”

**Activity: M&E Printed Photos**

**Section**: M&E

**Goal:** Girls reflect on what they have learned and experienced over the past sessions.

**Key Question:** What have I learned? How have I changed?

**Materials needed:** Printed photos from the group camera, markers, chart paper.

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Print out the photos that the girls have taken with the group camera over the previous sessions. Place them on the table and ask the girls to pick out the 15-20 photos they think are the most important.

Tape these to chart paper leaving plenty of space below and tack these on the wall around the room. Ask the girls to reflect on the moments in these photos and why they are important – what was happening here? What did you learn? What changed for you?

Ask the girls to write their responses below the photos – these don’t have to be full sentences – just words and phrases. If some girls have difficulty writing consider pairing the whole group up into teams of 2 - and make sure you pair girls who can write with those who cannot. Or assign each team one chart paper with several pictures and ask them to narrate to the group their responses - make sure to write these down yourself.

Afterwards bring the group together and talk through each photo and their thoughts. Make sure to document their reactions and reflections, as this will be a measure of the program.

**Mentor Speak: 25 minutes**

**Check out: 5 minutes**

**Journal Challenge:** Where I go

**Section**: Visioning and Imagining

**Goal:** Girls reflect on the spaces they go.

**Key Question:** Where do I go?

**Materials needed:** Journal

**Notes to facilitator:**

**Directions:**

Tell the girls that their journal challenge for the next week will be to write/draw daily entries about a space they have gone that day. This space could be a room in their house, it could be school, it could be a market. Ask them to describe this space with as much detail as possible including who were the people around them, how they felt in that space, etc.

**UNIT 4: UNDERSTANDING**

**Session 7: Understanding – Spaces**

**Check in:** 5 minutes

**Icebreaker:** Bip Bap Bop: 10 minutes

**Activity:** Mapping my neighborhood, mapping my safety: 70 minutes

**Check out:** 5 minutes

**Icebreaker:** Bip Bap Bop

**Section**: Understanding

**Goal:** Girls work on focus and concentration and become more comfortable with one another

**Key Question:** What are we able to do when we concentrate and pay attention to one another?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Level 1: Girls sit or stand in a circle. Player A claps her hands ending in pointing position toward the direction of Player B and simultaneously says the word “Bip.” Player B repeats this action while saying “Bap" and pointing to Player C. Player C repeats this action, pointing to another player, and saying the word “Bop.”

Girls don’t need to follow any order – but they should follow the pattern of bip, bap, bop.

Level 2: After the group has gotten good at this, have them remove the clapping part. They still will say bip, bap, bop, but this time will only look at the next player.

Level 3: When the girls have gotten the hang of this, ask them to remove the clapping and words. Focus is passed by making direct eye-contact. See how long they can last.

**Activity: Mapping my neighborhood + Mapping my city (camp)**

**Section**: Understanding

**Goal:** Girls work together to understand the spaces they inhabit, where they are safe and where they are not.

**Key Question:** Where do we live, where do we go, where are we safe and unsafe?

**Materials needed:** Construction paper, markers, large chart paper, green, yellow, red markers, thought bubble post-its, tape

**Time:** 70 minutes

**Notes to facilitator:** This activity can be incredibly revealing for the girls and for you. When we’ve done this in the past, many girls learned that they lived very close to one another and could walk together, play with one another, etc. without leaving the neighborhood. Many girls also found that the same anxieties and fears they had about certain places were shared with other girls. These maps can teach us a lot about where the most vulnerable girls may be, where unsafe areas of the camp or town are, where girls go and don’t go, where girls feel safe - potential safe spaces for future programming, mobility allowed to girls in the area, etc.

**Directions:**

Give every individual a piece of construction paper. Ask everyone to draw a map of their neighborhood on this piece of paper. This map should include:

* Where they live
* Everything they can remember about their neighborhood
* Common landmarks
* All the places where they go - the market, school, etc and the path they walk to get there.
* Places that they don’t go, but they know or have heard about.

Have everyone show their map to the group. Examine the maps and ask questions about them. Where is your house? What is the daily path you follow? What is most important on the map? Are there things missing from your map?

Next, bring the group together around a large piece of chart paper. (This next component works best with groups of 5-8 people, so if your group is large break them up into two smaller groups). Choose a volunteer leader from the group. Together under her guidance, ask all the girls to put their maps together to form a map of the city or camp where they live. There may be many gaps but see where their spaces may overlap and put those next to one another. (If they are having trouble, ask them to all show where IRC’s center is on their map and start from there).

Once they have completed their map give each girl a green, yellow, and red marker or crayon. Ask them to each highlighted on this group map where they feel most safe by drawing a green dot on that spot. Next, ask them to think about where they go but feel unsafe and highlight that area or that path in yellow. Finally, ask them to take the red marker and circle places where they do not go.

Ask the girls questions about what they have marked. Why are these places safe? Why are others unsafe? Where are the places they don’t go and why? Were there differences in how some girls felt about the same areas? Why?

Next, give each girl 3 thought bubble cut outs or post-its. Ask them to pick one place where they feel safe, unsafe, and one place and write down in a thought-bubble what they are thinking at that place. When they have done this, have them tape their bubble to that space on the group map. See if girls are thinking the same things or identifying the same problems.

Through questions try to draw the discussion towards the identification of sources of insecurity as well as sources of safety and comfort. Write down a list with the group of sources/causes of threats and discomfort in these different places.

Finish the discussion by reminding girls that they have the right to be free from fear and threats, and that next week we will be talking more about this map and how they can keep themselves safe from violence.

**Journal Challenge:** Safe

**Section**: Understanding

**Goal:** Girls explore what it means to be safe.

**Key Question:** What does the word ‘safe’ mean to me?

**Materials needed:** Journal

**Notes to facilitator:**

**Directions:**

Ask the girls to spend at least one day writing in their journals about the word ‘safe.’ What does this word mean to them? What are examples of when they felt most safe?

**Session 8: Understanding: VAWG and My safety**

- Check in: 5 minutes

- Icebreaker: 10 minutes

- Discussion: Violence against women and girls: 30 minutes

- Discussion + Activity: My safety network, my plan: 20 minutes

- Advertising the issue: 30 minutes - 1 session

**Discussion: Violence against women and girls: (From Girl Empower)**

**Section**: Understanding

**Goal:** Girls understand the different types of violence against women and girls and who they can go to for help if they experience violence.

**Key Question:** Who can I go to for help if I experience violence?

**Materials needed:** Chart paper, signs for volunteers

**Time:** 30 minutes - 1 session

**Notes to facilitator:**

**Directions:**

Ask the group to look at the map they drew from last session. Do they think that a map for boys would look the same? That is, do they think that boys would feel safe and unsafe in these places? Why or why not?

Explain to the group that women and girls around the world face violence everyday because they are female. Present them with a few global statistics about VAWG. Together, let’s see if we can list out the different types of VAWG - let’s begin by trying to think of examples of violence against women and girls. If the girls are having trouble provide them with some of the examples below. Write down their responses on chart paper.

**Example narratives of violence:**

- A husband hits his wife.

- A man shouts inappropriate or sexual comments at a girl walking home from school

- An older brother won’t let his sister go play outside and hits her

- A man follows a girl into the bathrooms and tries to touch her

- A father marries his daughter at age 13

- A husband constantly screams and insults his wife

- A husband demands that his wife give him her entire salary because as head of the household, he gets to decide how it is spent.

There are many forms of violence against women and girls as we can see by our examples. Women and girls around the world face:

- Domestic violence

- Physical abuse

- Forced early marriage

- Sexual abuse

- Psychological abuse

- Economic violence

Ask the girls to think about the consequences of violence – what happens when a girl experiences domestic violence? Sexual violence? Psychological abuse?

**What are the consequences of violence?**

- physical effects

- psychological effects

- sexual and reproductive effects

- education effects

- economic effects

Ask the girls to think back to the activity we did last session on understanding our neighborhood and community, and safe and unsafe spaces to go. Review the map and ask girls to summarize places they feel safe and unsafe.

Ask for 5 volunteers.

o One girl will be a doctor,

o One will be an IRC counselor,

o One would be a mom,

o One would be a mentor,

o One would be a teacher,

o One would be a friend.

Put a sign around the neck of each volunteer with the name of their role on it. Tell the volunteers playing the roles to stand at different parts of the room. Tell the rest of the group to go and stand near the person who they would go to for help in these different scenarios:

o You need help preparing for a big math test

o You having trouble convincing your dad to let you stay in school because he believes only your brothers should go to school

o Your father wants to place you in an early marriage

o Your brother keeps hitting you and taking your money

o Your mother won’t listen to you that you have a pain in your lower stomach

o When you walk home from school there are boys that are harassing you.

o You’re having a problem with a friend, she keeps talking behind your back.

o You got an A on a test and you want to share the great news with someone!

When the girls arrive at their destination, ask them why they chose that person. Remind them that there are no right or wrong answers. Everyone chooses for a specific reason.

**Activity: My safety network and my safety plan (Parts from Girl Empower)**

**Section**: Understanding

**Goal:** Girls understand how to minimize their risk to violence and what they should do if they are faced with violence.

**Key Question:** How do I minimize my risk to violence? Who can help me if I experience violence? Where can I go to be safe?

**Materials needed:** Paper, chart paper

**Time:** 20 minutes

**Notes to facilitator:** Make sure to have the safety map from the previous session visible.

**Directions:**

Explain to the girls that we are going to create our own safety network and plan. However, it is important to stress that though we are planning to keep ourselves safe as much as possible, **boys and men are first and foremost responsible for not harming girls and women, in any way, at any time**. Girls and women should be shown respect and treated as equals with decency and kindness. If you know men and boys who treat women and girls poorly, do not be friends with them, do not start relationships with them, stay away from them and use your network to keep safe if necessary.

Before working on their safety network, as the girls to look at the map and talk about ways they can keep themselves safe in the places that they have marked as unsafe. What can they do to minimize their risk to violence everywhere? Write down their ideas on chart paper. Make sure to add:

• *Do not walk alone in the dark roads and corners*

• *Do not go alone into isolated places such as water points, bathrooms, or alleyways*

• *Do not accept gifts from people who might want to exchange them for sex*

• *Do not be friends with boys who do not show respect for girls*

Explain to the group that even though a girl takes these precautions, there is a possibility that she still might experience violence.

Ask the girls to think about what they should do if they experience violence – whether that is physical, psychological or sexual violence. Write down their thoughts and make sure to add:

1. Talk to a parent, trusted adult or friend – ask girls to look at their social network and put a star by her trusted adult – this can be a parent, relative, neighbor, or IRC staff member

2. Go to the nearest health facility for a medical exam and treatment - again make sure to show girls on the map where these are.

On chart paper write down the 5 types of people used in the discussion above: doctor, counselor, mom, mentor, friend, teacher. Ask the girls to list other people they might to turn to if they are in trouble, need help with a problem and ask them to give an example of a situation when they would go to that person. Make sure to add IRC programs/staff, facilities as well as services provided by other NGOs. If possible add icons to the girls’ map from the previous session so they can see where these are.

Give each girl a sheet of paper - ask her to draw an image of herself in the center surrounded by circles -each of which will represent a person in her safety network - the people that she can go to for the issues and problems we talked about in the activity above**.** Tell the girls that this is her private support network – and her plan for who she can to go when she is in trouble.

**Activity: Advertising the Issue**

**Section**: Understanding

**Goal:** Girls solidify their understanding of VAWG, what they can do to minimize their risk, where they can go for help if faced with violence.

**Key Question:** What is VAWG, where can we go for help, how can we communicate to other girls about VAWG and people and places they can find help?

**Materials needed:** Camera, paper, additional materials as needed

**Time:** 30 minutes - 1 session

**Notes to facilitator:** The length and extent of this activity will depend on the group, resources and time available. I’ve described it here as a short 30 minute activity. However, I am currently working with one small group passionate about creatively teaching others about VAWG and who over the span of several sessions is designing a short magazine on VAWG and where girls their age can get help - that we may print and share in IRC spaces.

**Directions:**

Ask the group to break off into subgroups of 3-4 girls each. Explain to the girls that they are going to create a way to explain to other girls what they have learned about VAWG and what girls should do if they are in trouble.

Assign each group a type of situation from the previous discussion: harassment, physical violence, early marriage – if appropriate, sexual violence.

The group will have 20 minutes to create an advertisement which should explain the situation and then tell girls what they should do if they find themselves in that situation – who they should talk to, where they should go, how they can keep themselves safe in the future, etc. Remind the girls that they should be sure that the viewer understands that it is not the girls’ fault, it is the responsibility of men to not be violent towards, and every girl has the right to be safe.

Explain that the advertisement can be a skit, it can be a girl speaking to the camera with visuals behind her, it can be a drawn comic strip for a magazine, etc. and ask the girls to get creative and think about what they would relate to if they saw a similar ad.

In the last 10 minutes of the session, video the girls’ advertisements if they are acted and play them back for the group.

Session 9: **Understanding**: Gender Stereotypes

Check in: 5 minutes

Icebreaker: Image of the hour : 10 minutes

Activity: Gender Alphabet: 30 minutes

Activity: Stereotype Busters: 20 minutes

Mentor Speaks: 25 minutes

Check out: 5 minutes

Journal Challenge: Experiencing Stereotypes

**Icebreaker: Image of the hour**

**Section**: Understanding

**Goal:** Girls explore the differences between the responsibilities given to girls vs. those given to boys.

**Key Question:** What are the different ways girls and boys are treated? Why?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Ask the girls to spread out and find their own space in the room. Explain that you will say a time of the day and everyone should act out what they would usually be doing at that time. (You should be sure to clarify if it is a weekday or a weekend). Walk the girls through different times of the day from morning until night. At the end of the day ask the girls to say what they spent most of their days doing. Did they notice that they were all doing the same thing? Different things?

Next explain to the girls that you are going to do the same activity, but this time you want them to act out what they would be doing if they were a boy. Walk them again through the day. After, ask them what were the major differences between a boys’ day and their own? Why do they think there are differences?

**Activity: Gender Alphabet**

**Section**: Understanding

**Goal:** Group explores different stereotypes associated with each gender

**Key Question:** What are gender stereotypes?

**Materials needed:** Chart paper, markers

**Time:** 35 minutes

**Notes to facilitator:**

**Directions:**

Divide the group into two smaller groups and give them several pieces of chart paper each. Explain to the group that we are going to do an activity called the alphabet game.

Each group should write every letter of the alphabet along the edge of their chart paper. You will give them 10 minutes in their groups to write down a word that most people would associate with men and boys that starts with each letter. The word can be a noun, adjective, or verb. Stress to the group that it doesn’t need to be a word that they themselves associate with men and boys, but rather one they believe most people would use to characterize a man or boy. An example for ‘a’ might be athletic; an example for ‘b’ might be ‘brave,’ etc.

Once they are done, have each group repeat the first part of the activity, this time writing down a word that most people would associate with women and girls beginning with each letter.

After they have completed the alphabet for women and girls, explain to the group that this week we will be exploring assumptions and stereotypes - especially those for girls and boys. Ask the group to define the word ‘stereotype.’ If they are having trouble suggest that a stereotype is: ’an overly simple picture or opinion of a person, group, or thing,’ and give them some examples such as - boys are better leaders than girls, all old people are forgetful, men hate to cook, etc.

Next ask the two groups to share and compare their alphabets for boys and then for girls. Ask them to pick out the things on their lists that are common stereotypes about both boys and girls. Stress to the group that stereotypes can often be harmful. For example they are often based on faulty information, and they get in the way of knowing both girls and boys as unique individuals, and they can lead to serious misunderstandings. Have a discussion with the group around the following questions:

* How do people learn to make these stereotypes?
* How do these stereotypes influence how people might act towards men and boys? Towards women and girls?
* Are the stereotypes you wrote down harmful? Why or why not?
* Thinking back to our discussion last week on violence against women and girls, how do they think stereotypes about women and girls might fuel violence?
* How do they think a person might unlearn a stereotype?
* Thinking back to our earlier discussions on careers, are there stereotypical careers for women? for men? Where do those stereotypes come from?

- Finally ask the group about the ways we change our own behavior - the ways we act, dress, think, behave, etc. because of stereotypes about girls.

**Activity: Stereotype Busters**

**Section**: Understanding

**Goal:** Girls practice breaking down stereotypes

**Key Question:** How can we break down stereotypes?

**Materials needed:** Jar, slips of paper, music

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Explain to the group that even though it is easy to fall into the habit of using stereotypes to prejudge people, there are ways to reduce stereotypes.

One way is to check our own thinking, to be careful of jumping to conclusions based on generalizations or others' opinions. Another way is to politely challenge stereotypes when we hear them by offering evidence that the stereotype is false.

Model some statements that "bust" a few stereotypes discussed earlier, for example - the stereotype that men hate to cook could be “busted” with:

I don't like to stereotype, so I can't agree with you. My brother makes the best bread I've ever tasted.

I don't like to stereotype, so I can't agree with you. I'm sure there are many men who like to cook.

Give each girl a slip of paper and ask her to think about a stereotype for a girl that she has influenced her. That could be a stereotype that caused her to change how she acted, dressed, or thought.

Collect each slip of paper and put them in a jar.

Ask the group to sit in a circle and to pass the jar around while music is playing. When the music stops, the girl holding the jar should pick a slip out of the jar and read the stereotype. Then, the girl to her right will respond, using statements similar to those modeled earlier. Encourage other members in the circle to offer additional suggestions.

Conclude the activity by asking the group the following questions:

1. How did it feel to speak up about stereotypes?

2. What happened when it was your turn to respond? Was it easy or difficult to "bust" the stereotype?

3. It has been said that a stereotypical statement tells more about the person who says it than about the people who are being stereotyped. What does this mean? Do you agree or disagree?

4. Do you think you could really use "Stereotype Busters" to check your own thinking? Would you feel comfortable doing this with a family member? A friend?

5. What advice would you give to a friend who is the object of stereotyping?

**Mentor Speaks: 25 minutes**

**Journal Challenge:** Stereotypes

**Section**: Understanding

**Goal:** Girls continue to think about stereotypes and how these influence how they think and act.

**Key Question:** When do i use stereotypes? When are stereotypes used against me? What is the impact?

**Materials needed:** Journal

**Notes to facilitator:**

**Directions:**

Ask the girls to write about an experience in their lives when they were stereotyped and when they themselves stereotyped someone else. How did they feel in both instances? How did they act in both instances?

**Session 10: Power**

**Check in:** 5 minutes

**Icebreaker:** Hypnosis 10 minutes

**Discussion:** Who has the power? 15 minutes

**Activity:** I want to live in a world where… 30 minutes

**Mentor Speaks:** 25 minutes

**Check out:** 5 minutes

**Icebreaker: Hypnosis**

**Section**: Understanding

**Goal:**

**Key Question:**

**Materials needed:**

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Ask the group to divide into pairs (A and B)

**A** puts her hand up a few centimeters from B’s face

Explain that B should try and keep A’s hand at the same distance from her face during this whole exercise. A begins to move her hand, and B moving as if hypnotized, follows. Remind A to explore different levels and positions.

After a short time A and B change roles.

**Extension:**

Ask the group to form groups of 3.

One person from each group hypnotizes the other 2, for hypnotizing one with each hand.

Repeat until all 3 in each group have hypnotized the other 2.

**Discussion: Who has the power? (From Girl Empower)**

**Section**: Understanding

**Goal:** Girls understand power dynamics in their life and community

**Key Question:** Who has the power in my life? Who has the power in my family and community?

**Materials needed:**

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Ask the girls to think about the icebreaker - who had the power in the pair or group? As we talked about last week, men and women are often stereotyped into roles and ways of acting. This week we are going to talk about power - and there are often stereotypes about men being better leaders and the ones who should have the power. Sometimes men have all the power in the community and want to keep their power. This activity will help us explore who makes decisions in our communities and who can keep women and girls safe. We are going to figure out “who has the power?”

Divide the group into 2 smaller groups. One group will be the men/boys, the other will be the women/girls Both groups will start sitting on the ground. Ask each group to raise their hand if they hear a question where the men have the decision making power or the women.

Remember to tell the girls to think about each question as it relates to not just their own families but what they see in their communities as well. There are no right or wrong answers and members of each group may disagree, which is okay. If you see not everyone in each group agree, ask why?

• Who makes most of the decisions for the family?

• Who makes the decision about who a girl marries and when?

• Who makes the decision about what is for dinner?

• Who makes the decision about who in the family goes to school?

• Who makes the decision about who can leave the house?

• Who has the power to help a girl or woman if she has experienced violence or abuse?

• Who makes most of the decisions for the community?

• Who makes most of the decisions for the country?

• Who makes most of the decisions for the world?

• Who has the “power” to stop violence and abuse against women and girls?

Say that it appears that men make a lot of the decisions and have a lot of the power in our lives.Maybe things would be different and safer for girls and women if girls and women had more decision making power.

We are going to think about what that would look like.

**Activity:** I want to live in a world where….

**Section**: Visioning and Imagining

**Goal:** Girls practice leadership skills and explore how they would want to change the world.

**Key Question:** What kind of world do I want to work to create?

**Materials needed:** Paper, markers

**Time:** 45 minutes

**Notes to facilitator:**

**Directions:**

Divide girls into groups of four or five. Tell them they are explorers and have found a new country that they are going to settle. This new land has everything necessary for sustaining human life. No one has ever lived there so there are no laws or history. Ask each group to think about what the land looks like (is it tropical, desert, mountainous?), and jot down some ideas.

Ask the group to create a name for their land. Remind them that this name will stand for what their new country is all about.

Now more people are coming to their country and are looking to this group for leadership. Ask the girls to make up a set of laws for their land –ask them to focus on what will be the relationship between boys and girls. How will the labor be divided? What will the girls do and what will the boys do?

Give the girls time to sketch out what their new country will be like.

Follow up the activity with a few questions for the group:

- How did it feel to have control over your own country?

- What do you think you as a girl would do differently to stop violence against girls, to make sure they are treated as equals?

- Do you think any of the rules or laws you created are possible for the future?

- Do you think it is possible for there to be a woman leader?

**Journal Challenge:** A Future Where…

**Section**: Understanding

**Goal:** Girls use their imagination and continue to explore how they want to change the world.

**Key Question:** How would I change the world?

**Materials needed:** Journal

**Notes to facilitator:**

**Directions:**

For every day this week, ask the group to write about a future day in the country they created. What did they do? What was it like? How did they feel?

**UNIT 5: PLANNING**

**Session 11: Planning for the future**

**Check in:** 5 minutes

**Icebreaker:** Mural 1**:** 10 minutes

**Discussion: Goals and planning:** 10 minutes

**Activity: My present, my future** :20 minutes

**Mentor Feedback:** 30 minutes

**Check out activity:** Mural II - 15 minutes

**Icebreaker: Mural 1**

**Section**: Planning

**Goal:** Girls think about the obstacles they will face in the future

**Key Question:** What obstacles will I face in the future?

**Materials needed:**

**Time:** 10 minutes

**Notes to facilitator:** You may want to ask a volunteer to photograph the murals**.**

**Directions:**

The group is going to create a mural. A mural is a painting on a wall that sometimes tells a story through different scenes that fit together (hold up a few examples). Ask the group to pick a well-known story to illustrate. Ask one person to go up to the wall and start the mural. They must have some part of their body touching the wall. The second person continues the mural and as well as touching the wall, they must also have some part of their body in contact with the person next to them. One by one the girls should join the mural until the group decides it is complete. Now ask one of the participants not in the mural to read the story from one end to the other.

Have the group leave the wall and explain that now we are going to create a character – a girl. Together come up with a name. Explain to the girls that character A is a typical girl and we are going to illustrate her life and the barriers she may face as she grows up. Have the group choose a future aspiration that character A wants to pursue and should be illustrated in the mural.

The first girl to be part of the mural should be character A as a very young girl – and as the mural moves along she will go through different life stages. Have the girls repeat the exercise above telling the story of A’s life and the barriers she has faced. Allow the girls to enter the mural as partner’s if they wish – perhaps one acting as her husband and one acting as A, or her children, etc. With the girls still frozen in the scene, ask each in the mural to say a quick few words about who she is in the scene and what she is seeing and what she is feeling.

Ask a volunteer not in the mural to read the mural as before. Repeat this activity a few times if time permits.

**Discussion: Goals and planning**

**Section**: Planning

**Goal:** Girls understand what a long-term and short-term goal is and how they relate to their vision and plan for the future.

**Key Question:** What is a long-term and short-term goal? How do these help me plan for the future?

**Materials needed:**

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

In previous sessions, we’ve talked about your identity, your vision for your life, we’ve talked about the different pieces of your environment that can help you or block your path. This week we are going to think about how you can use your knowledge of these three pieces to plan for your future.

Ask each girl to think about their vision for their future. Explain that your visions are comprised of goals - specific things you want to achieve in your life and you are going to work towards. A goal is something that is attainable, it is something that you can measure - did you achieve it or not, it is something specific, and it is something that is done within a certain time. There are big long-term goals such as I want to be a teacher when I grow up, but there are also short-term goals such as I want to finish high school. Our shod-term goals are often steps that lead us to our long-term goals. Ask the group to list off some long-term goals and some short-term goals and write their list on chart paper.

Explain to the group that thinking about your long-term and short-term goals is important. It helps you make decisions now that move you towards your future. It is important to come up with a plan - a map that puts you on the path towards achieving your goals.

Once we have our plan and the specific steps, we need to do it. This sounds easy, but it is the hard part. It will take motivation, determination, and hard work to follow through.

**Activity: My present, My future II**

**Section**: Planning

**Goal:** Girls make a plan for achieving their goals. They think about obstacles they will face and how they will overcome them.

**Key Question:** How will I achieve my goals?

**Materials needed:** My present, my future sheet, paper

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

In this next activity, girls will be thinking about their goals, barriers to these goals, and how they will overcome these barriers.

Distribute the ‘my present, my future’ papers the girls completed during session 5. Ask the girls to identify 2 important long-term goals from their future vision - one should be their professional goal, for example - I want to be a teacher, and the other should be a personal goal, for example - I want to travel.

On a separate piece of paper, ask the girls to write these goals at the top - one on the left, one on the right. For each goal they should brainstorm a list of:

* all the steps and short-term goals they will need to complete in order to reach this long-term goal
* all the obstacles they will face
* how they will overcome each obstacle

Remind the girls to think about what mentors and other women have highlighted when speaking about pursuing their goals, and their advice about overcoming obstacles.

Once girls have received feedback from mentors in the next activity, ask them to make any changes to their plan and write the finished version on their my present, my future sheet in the middle section. Before the session ends, reiterate to the group that their long-term vision and goals may change as they experience new things. It is important that they repeat this exercise with any new long-term goal.

**Activity: Mentor Feedback**

**Section**: Planning

**Goal:** Girls practice communicating their plan for the future and are given feedback and guidance from mentors on the obstacles they will face, and how they will overcome them.

**Key Question:** What is my plan for the future? What are the obstacles I will face? How will I overcome them?

**Materials needed:**

**Time:** 30 minutes

**Notes to facilitator:** Be sure to invite previous mentors to this session beforehand.

**Directions:**

Go around the circle and ask each girl to present her vision for her future as well as her plan to the group, including the invited mentors. When she has finished invite the mentors and other girls in the group to offer constructive feedback, encouraging her to think thoroughly about what she will do to achieve her goals, what she will do to overcome obstacles. Remind the group that this is a safe space and any feedback should be helpful and respectful.

**Check out Activity: Mural 2**

**Section**: Planning

**Goal:** Girls think about how they will overcome obstacles they may face in the future.

**Key Question:** How will I overcome obstacles?

**Materials needed:**

**Time:** 10 minutes

**Notes to facilitator:** You may want to ask a volunteer to photograph the murals**.**

**Directions:**

Explain to the group that we are going to repeat the mural activity done earlier in the session but this time we are going to illustrate girls breaking down barriers. This time we are going to tell the story of A and how she has overcome barriers throughout her life to find success. Prompt the girls to think about the barriers and ways of overcoming these we discussed.

Once the mural is completed, ask the girls to each talk about who they are and what they are thinking in their scene. Ask for two volunteers – one girl to read the mural from beginning to end, and the other to read the mural from end to beginning.

**UNIT 6: Communication and Leadership**

**Session 13: Communication**

Check in: 5 minutes

Icebreaker: Saying No: 10 minutes

Discussion: Communication: 15 minutes

Activity: Role Playing: 30 minutes

Discussion: Active Listening: 10 minutes

Activity: Lifeboat: 20 minutes

Check out: 5 minutes

**Icebreaker: Saying No**

**Section**: Understanding

**Goal:** Girls explore different ways of communication

**Key Question:**

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Explain that we are going to try a fun acting game. Ask for two volunteers to be actors in a skit. Have them stand in front of the group. Ask the rest of the group for a place and an object. Use these as the prompts for the skit. For example if the girls say – pharmacy and chicken – ask the two actors to come up with a skit in a pharmacy about a chicken. Call time when you feel that the skit has come to a close. Now ask the two actors to repeat the same skit – but this time they can only use the word “no” – they will have to use their body language and voice intonation to move the plot forward. Repeat this exercise with a few different volunteers.

At the end of the activity ask the girls how they communicated with one another during this exercise. How did they feel saying the word ‘no’ repeatedly - is it a word they say often?

**Discussion: Communication (From Jordan AG Curriculum)**

**Section**: Communication and Leadership

**Goal:** Girls learn about communication and understand how they can use their power to communicate with others.

**Key Question:** What are the different ways we communicate with one another? What are the things that influence how I communicate with others?

**Materials needed:**

**Time:** 15 minutes

**Notes to facilitator:**

**Directions:**

Ask:

• Today’s session is about communication. What did you learn about communication from the icebreaker?

• What does ‘communication’ mean to you?

• Can you list different types of communication?

*[Write responses on flipchart, e.g. speaking, eye contact, shouting, using hands etc.]*

Say:

• During a previous session, we talked about ‘self-esteem’ and how people with high self-esteem are confident, not afraid to say their opinions and don’t worry too much about what others think about them.

• High self-esteem helps us communicate effectively. When we are confident in ourselves, we can communicate well with others.

Ask:

• Think about the different groups of people you regularly communicate with. This could be your parents, brothers, sisters, friends who are girls, friends who are boys, or other relatives.

• Ask girls: If you have something to say, which groups of people are you most comfortable communicating with? Give girls a few minutes to think about this and share.

• Then ask: Which groups are hardest to communicate with? (Probe- do they find it easy to speak to their older brother or father, why or why not, etc).Give girls a few minutes to think about this and share.

• Ask the girls to think if there are people they communicate with differently to others (formality, times that it is appropriate to speak, hierarchy in terms of who speaks, etc).

• Why is it easiest to communicate with those people? Why is it so hard to communicate with others?

Say:

• Communication is the process of transferring information. Sometimes it is more difficult to transfer information to certain people.

• This may happen for a variety of reasons. Maybe this person is older than us and so we are afraid to share our opinions. Maybe the person is a boy and it is more difficult to speak to him. Maybe the person is a man, who is older as well as male.

• These factors are often related to ‘power’. In some relationships, there may be imbalances in power, where one person (maybe because of being male, or older) tends to be in a position of more power. The person with more power may sometimes speak first, talk the most, or insist on their opinions being correct. The person with less power may sometimes feel afraid to share their opinions or feelings because the other person seems to be ‘the boss’ or seems to be more confident.

• As girls, we may sometimes feel like we have less power than other people. The truth is, we all have power, no matter who we are. The issue is that we don’t always use our power.

**Activity: Role Playing (From Jordan AG Curriculum)**

**Section**: Communication and Leadership

**Goal:** Girls explore how they can use their power to communicate with others.

**Key Question:** How can I use my power to communicate with others?

**Materials needed:**

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Say to the group:

• You will now have a chance to act out a role-play that highlights how as girls, you can use your power to communicate with others.

• You will now break up into four groups. Each group needs to decide on a common situation that their characters may face and come up with two dramas.

• In the first drama, the person with less power does not use their power to communicate. In the second drama, using the same situation, the person with less power uses their power to communicate with others. Your second drama should highlight how it is possible for girls to use their power to effectively communicate.

• Group 1, you will act out a situation where boys and girls communicate with each other.

• Group 2, you will act out a situation where parents communicate with girls.

• Group 3, you will act out a situation where a man who owns the supermarket communicates with girls.

• Group 4, you will act out a situation where a male teacher communicates with girls.

Follow up the skits with a discussion:

• For those of you who acted as ‘girls’:

o What made it difficult for you to communicate?

o How did you feel during the second drama? Was it difficult to speak up or easier than you thought?

• For those of you who acted as ‘boys’, ‘teachers’, ‘parents’ or ‘supermarket owners’:

o What kinds of things did you do to make it difficult for the girls to communicate with you?

o How did you feel when they started to speak up during the second drama?

Say:

• As girls, though it may be difficult at first, it is important to practice expressing your opinion.

• Sometimes others may not make it comfortable for you when you try to speak up, but don’t be discouraged. Your opinion is just as important as the opinions of others, even those who may have more ‘power’ than you.

Say:

• Now that we’ve talked about how power and power in relationships can influence how we communicate, we will discuss different ways to communicate. We can classify these into three main areas: verbal (speaking and tone), written (something that is written down in a book, magazine, email etc) and non-verbal (body language).

• Within each of these three main areas, there are many different types of communication. For example, in verbal communication, you can think of both the words that are being used, but also the way the words are being transferred- that is what we call tone. You can whisper, shout, scold, joke etc and each of these sends a different message. The message may change depending on the ‘tone’ used by the person who speaks, for example speaking in a calm voice sends one message but if the same thing is said by someone who is shouting, the message suddenly becomes very tense. Sometimes, cultural differences may mean that someone thinks a very harsh tone has been used, when the person speaking thought they were speaking very calmly. Verbal communication is therefore very important.

• Within written content, the writer can communicate what they are feeling by the type of language they are using. If they feel strongly about something, the tone may be very passionate and strong. If they are trying to explain a scientific method or a complicated process, the writing style will be different.

• Within non-verbal communication, there are many ways to communicate, for example looking down and not making eye contact, or frowning, or shaking your head, or turning away while someone is speaking. Sometimes someone may not speak at all, and we can learn from what they do not say. For example, if you ask someone a difficult question, they may be uncomfortable so they may not say anything. This tells you that the question is difficult for them even without them speaking a word.

• Sometimes the person receiving the communication may interpret the message differently than how the message was intended. Someone may say something with their lips, but their body language may tell a different story.

**Discussion: Active Listening (From Jordan AG Curriculum)**

**Section**: Communication and Leadership

**Goal:**

**Key Question:**

**Materials needed:**

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Ask:

• Have you ever faced the following situation:

*“ You were very excited and happy because something good happened to you such as receiving a gift, new job, success in an exam, having a new friend. And you want to tell your best friend of what happened to you but he/she was busy with something else and you got the feeling that he/she is not really listening to you.*

• How did you feel when that happened to you?

Say:

• Active listening is an essential skill for building positive relationships with others.

• There is a difference between hearing and listening.

• When a person responds to your words by saying “I hear you,” you may sometimes wonder if he is truly listening to you. Perhaps you find your mind wandering off when someone is sharing his/her thoughts with you.

• Hearing and listening have quite different meanings. Hearing is a passive occurrence that requires no effort. Listening, on the other hand, is a conscious choice that demands your attention and concentration.

**Activity: Lifeboat**

**Section**: Communication and Leadership

**Goal:** Girls practice effective communication in a group.

**Key Question:** How can I effectively communicate my opinion.

**Materials needed:** List of items

**Time:** 20 minutes

**Notes to facilitator:** Make sure to prepare topics beforehand.

**Directions:**

Read the scenario to all the group: All the girls are sailing on a boat across the ocean. After a storm, the ship starts sinking. They have 10 minutes to save items for the lifeboat.

Hand them a list of items and give them 5-10 minutes to rank the items according to how important each of them thinks they are for their survival. 1 is most important and 15 is least important. The girls may ask what the items are – but tell them you will not explain what they might be good for – each girl will have to decide that.

Next, break the girls up into small groups. They will have 10 minutes to come up with a ranking for the entire group. Explain that all the individuals must be given a chance to speak and the group must find compromise. Make sure that all the girls are having an equal say in the discussions.

When the groups are finished, ask all the girls with their group to rejoin the circle.

Explain that now as an entire group they are going to have to come to a consensus ranking of items. Each group will have 2 minutes to explain their ranking and justification. Then together they will have 15 minutes to find a compromise and create a single ranking. Only interrupt as a facilitator if you feel that not all girls’ voices are being heard.

After they have completed this task, follow-up with a few group questions:

- What did you think about this activity?

- What was it like to negotiate rankings with your group?

- Did you feel comfortable communicating yourself to the group? Did you struggle?

- Did you see good examples of good communication? Can you name a few?

* Did you feel like you used your power?
* Did you feel like you used active listening?

- How did it feel when you could/could not persuade others to accept your opinion?

Finish by telling them they all survived and are back home thanks to their good communication skills!

**Session 14: Communication and Leadership – Being a leader**

Check in: 5 minutes

Icebreaker: Who is the leader?: 10 minutes

Discussion: What makes a good leader?: 15 minutes

Activity: Miss leader: 45 minutes

Evaluation: Printed photos of the past month: 20 minutes

Check out: 5 minutes

**Icebreaker: Who is the leader?**

**Section**: Communication and Leadership

**Goal:** Girls practice being the leader of the group.

**Key Question:** What is the role of a leader?

**Materials needed:** None

**Time:** 10 minutes

**Notes to facilitator:**

**Directions:**

Explain to the girls that we are going to play a game where the volunteer has to try to see who the leader of our group is. Ask for a volunteer to leave the room. Once she has left, as a group select a leader for the group. This leader will move her body slowly and the rest of the group has to try to mirror her actions. Start moving and following as a group, and invite the volunteer back into the room, telling her she has to observe the group carefully, from the center of the circle and try to figure out who the leader is.

Repeat several times with new volunteers and leaders.

**Discussion: What makes a good leader?**

**Section**: Communication and Leadership

**Goal:** Girls learn more about leadership and what makes a good leader?

**Key Question:** What makes a good leader? How can I be a better leader?

**Materials needed:** None

**Time:** 15 minutes

**Notes to facilitator:**

**Directions:**

Ask the girls to break off into small groups of three and spend 5 minutes coming up with a definition of a leader, and a list of characteristics of a good leader and a bad leader. Bring everyone back together and have each group present what they have concluded – write their responses down on chart paper. Looking at the multiple definitions, work with the group to come up with a single definition of what is a leader.

Ask the group if they can think of any good leaders – write these down as well. Show the group the slideshow of female leaders and quickly explain who they are and what they do.

Afterwards as the group: What do you think about when you see these women? What qualities do these women have in order to get to their position of leadership? Do you have these qualities? Do you think you are leaders – why or why not?

**Activity: Miss leader**

**Section**: Communication and Leadership

**Goal:** Girls practice their leadership skills

**Key Question:** What makes a good leader?

**Materials needed:** See challenges for materials needed

**Time:** 45 minutes

**Notes to facilitator:**

**Directions:**

Divide girls into groups of four. Explain that we are going to do a series of 4 challenges – 10 minutes each. A different person of the group will be the leader for each challenge. Ask the girls to each choose their first leader. At the end of the challenge, the winning team will get a small prize.

Let the group know that at the end of all the challenges they will be asked to talk about different leaders’ qualities – what made each girls’ leadership effective and what could be improved.

- Challenge 1: Build the tallest tower using straws (or rolled up newspaper) and tape.

- Challenge 2: An alien has come to earth – create a costume of what you imagine this alien would wear? Make sure it can be modeled on one of your team members can model the costume.

- Challenge 3: Create a short 30 second sketch with a beginning, middle, and end using three objects in the room

- Challenge 4: Draw a portrait of one of your group members with every person in the group drawing a different part of her face.

Encourage the groups to be as creative and imaginative as possible with the resources they have. At the end of the activity, bring the group together in a circle to discuss what they learned. What did they enjoy? Did they face any difficulties? What did they learn about themselves?

**Activity: M&E Printed Photos**

**Section**: M&E

**Goal:** Girls reflect on what they have learned and experienced over the past sessions.

**Key Question:** What have I learned? Have I changed?

**Materials needed:** Printed photos from the group camera and chart paper.

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Print out the photos that the girls have taken with the group camera over the previous sessions. Place them on the table and ask the girls to pick out the 15-20 photos they think are the most important. Tape them to chart paper leaving plenty of space below. Ask the girls to reflect on the moments in these photos and why they are important – what was happening here? What did you learn? What changed for you? Ask the girls to write their responses below the photos – these don’t have to be full sentences – just words and phrases. After bring the group together and talk through each photo and their thoughts. Make sure to document their reactions and reflections, as this will be a measure of the program.

**Session 15: Communication & Leadership/Peer Presentation Preparation**

Check in: 5 minutes

Icebreaker: 1 minute speech: 10-15 minutes

Activity: Peer presentation preparation: 60 minutes

Check out: 5 minutes

**Icebreaker: 1 minute speech**

**Section**: Communication and Leadership

**Goal:** Girls practice their public speaking skills.

**Key Question:** How do I grow in my public speaking skills?

**Materials needed:** Slips of paper

**Time:** 10 - 15 minutes

**Notes to facilitator:**

**Directions:**

Give each girl a small slip of paper and ask her to write any noun or verb on her slip. She should fold her paper in half and hand it back to you.

Ask for a volunteer to come a choose one slip of paper. Tell her that she will have to speak on whatever is written for one minute. She can say whatever she wants, she can tell a story, she can add a reflection, she can make up facts and figures – what she says does not need to be true she just has to speak for an entire minute.

Set a timer and ask her to stand and speak to the group. Repeat this until all the girls have had their minute.

**Activity:** Prep for Peer Presentations

**Section**: Communication and Leadership

**Goal:** Girls prepare to share their vision images, strategic plan, and additional materials with their peers.They practice their communication and leadership skills.

**Key Question:** What do I want to share with my peers about what I have learned and my future visions?

**Materials needed:** Printed vision photographs

**Time:** 60 minutes

**Directions:**

Distribute the girls’ vision photographs and strategic plans, giving them time to look over their material.

Explain to the group that they will be asked to invite 1-2 friends for a presentation during the last half of the next session. In that 45 minutes they will be asked to share their images, their plans for their future, and to walk their friends through 1 activity that get them to think about their own future.

Before they plan what they will say, spend a few minutes brainstorming with the group what makes up a good speaker. Ask the girls to think back through the different mentors who have come to speak to the group, and other people they have seen speaking in public - what did they do that made them such great speakers? If the girls are having difficulties suggest: (From Jordan AG Curriculum)

o **Speak clearly:** Don’t mumble or talk in the opposite direction of the listener. Also, use words that you know the listener might understand.

o **Stay focused on the conversation:** Doing something else while you are talking sends a message to the listener that you don’t think the conversation is worthy of your full attention, and it could inhibit the listener’s responses to what you say.

o **Be brief:** Don’t talk too much. It may cause the other person to lose interest.

o **Learn to “read” the listener:** If the other person seems inattentive or uncomfortable, it is probably not a good time to have a conversation. You can have the talk another time.

o **Be considerate:** Don’t dominate the conversation by talking only about yourself. Use questions to probe the person’s feelings or opinions on the topic of conversation.

Give each girl 15 minutes to prepare what she would like to say when presenting her image and plan to the group. Explain that she should make sure to talk about:

- what is going on in the photograph

* the story behind the image
* why she chose this profession as her aspiration
* the steps she is going to take to reach her goals
* the obstacles she anticipates facing
* finally, the things she has learned about herself in taking part of Vision not Victim

After each girl has prepared what she wants to share, ask her to practice now in front of our group. At the end of each girl’s presentation, ask the group to give her some constructive feedback - using the different aspects that make up a good speaker that the group outlined above.

Finally, pull out their papers and remind the group of the activity: My present, my future they did back in Session 5 and later added to in Session 11. Explain that they each will be responsible for leading their friends through this activity next week. Ask the group to make a list of instructions and the important elements of this activity and questions they should ask their friends to get them thinking about their future.

**Session 16: Communication and Leadership/Peer Presentation**

Check in: 5 minutes

Activity: Prep for Parent Presentations: 45 minutes

Activity: Peer Presentations: 45 minutes

**Activity:** Prep for Parent Presentations

**Section**: Communication and Leadership

**Goal:** Girls prepare to share their vision images and strategic plan with their parents.

**Key Question:** What do I want to communicate to my parents in terms of my ambitions and plans for the future?

**Materials needed:** Vision photographs

**Time:** 45 minutes

**Directions:**

Similar to peer presentations, girls in the group will be asked to prepare a short presentation for their parents including:

- what is going on in their photograph

* the story behind the image
* why she chose this profession as her aspiration
* the steps she is going to take to reach her goals
* the obstacles she anticipates facing
* finally, the things she has learned about herself in taking part of Vision not Victim

Photographs will be set up in a ring around the space, girls will stand with their image, and parents will be able to walk from image to image to hear about each girl’s vision. In the time remaining, brainstorm with the girls any other added elements they would like to include for their parent presentations.

**Activity:** Peer Presentations

**Section**: Communication and Leadership

**Goal:** Girls mentor a small group of their peers in creating a vision and plan for their future. They practice communication, leadership, and mentoring skills.

**Key Question:** How can I be a good mentor to my peers?

**Materials needed:**

**Time:** 45 minutes

**Directions:**

Based on preparations from the previous week, girls present their images and prepared material to a group of peers they have invited along for the end of the session.

**Session 17: Communication & Leadership/Parents Presentation Planning**

Check in: 5 minutes

Activity: Who are we 2.0: 20 minutes

Activity: Parent Presentations: 60 minutes

Check out: 5 minutes

**Activity:** Who are we? 2.0

**Section**: Communication and Leadership

**Goal:** Girls share the similarities between them

**Key Question:** Who are we as a group? What do we have in common?

**Materials needed:** Video camera

**Time:** 20 minutes

**Directions:**

Explain to the group that we are going to repeat an activity we did on the very first meeting and each respond to the question ‘who are we?’ The ‘we’ now stands for not only the girls in this group, but other Syrian girls in Jordan, other girls around the world. Ask the group to create a list and then ask for a volunteer leader to assign the different items to each of the girls, including herself. Each girl, as long as she feels comfortable in front of the camera, can state her assigned items.

**Activity:** Parent Presentations

**Section**: Communication and Leadership

**Goal:** Parents learn more about their daughter’s aspirations and strategic plan and witness her self-confidence, leadership, and communication skills.

**Key Question:** What does my daughter want to do with her life and how does she plan to achieve her goals? What is my role in nurturing her ambitions?

**Materials needed:** Vision photographs

**Time:** 60 minutes

**Session 18: Wrap Up - longer session**

Check in: 5 minutes

Activity: Lifeline for M&E – 20 minutes

Activity: Final Evaluation Survey – 20 minutes

Activity: M&E Printed Photos – 20 minutes

Free time, good-byes, and distribution of gifts - 20 minutes

Activity: Giving gold (if appropriate) – 15 minutes

Activity: Group Gift: 15 minutes

**Activity: Lifeline**

**Section**: M&E

**Goal:** M&E, Girls reflect on their past and how they feel about their future

**Key Question:** What were the key moments of my life thus far and what do I feel will be key moments in the future – how will I feel about these?

**Materials needed:** Lifeline worksheet

**Time:** 15 minutes

**Notes to facilitator:** This activity will be repeated at the end of the program. The two lifelines will be compared as a form of M&E to gauge if VNV has changed how girls think about their future.

**Directions:**

Ask the girls to take a few minutes and make a list of the key moments in their life starting with their birth – the experiences that have shaped who they are. These can be victories and crises endured. A few examples might include the first day of school, completing a project, moving to a different place, etc.

On the first half of their timeline, ask the girls to plot these points in the order that they happened. They should put happy things above the line and bad things below the line and should place them higher or lower to show how they felt about them at the time. The very middle of their timeline is this present moment. They should label these points with what happened and how old they were.

Next, ask them to think about the important moments they will have in their future – examples could be graduating from school, finishing this program, getting married, etc. They should plot these points on the second half of the timeline in the same vein as those of their past – those that are good should be above the line and those that are bad should be below. Finally, ask them to connect the dots. They should label these points with what will happen and how old they think they might be.

Conclude the activity by asking the girls if they feel their lifeline now is different than the initial lifeline they did in Session 2. How has it changed and why? Be sure to collect the lifelines at the end of the activity.

**Coding and comparing lifelines:**

**M&E Activity: Evaluation Activity**

**Section**: Understanding

**Goal:**

**Key Question:**

**Key M&E Question(s):**

**Materials needed:** List of questions and camera, memory card

**Time:** 20 minutes

**Notes to facilitator:** Take a photograph or a video after each statement showing where the girls fall in the room. Make sure to keep track of which photographs will correspond with which statements. We divide these images into a grid and plot the girls’ position for each statement. This exercise will be repeated at the end of the program and we will evaluate the change in girls’ responses.

**Directions:**

* Chose one wall of the room to signify “I strongly agree” and the opposite wall to signify “I strongly disagree.”
* Explain that you are going to read several statements (make sure you select those that are most appropriate for the age and context of the group) and after each statement is read, each girl should silently move to where she falls in the room.
* Make sure to stress that this is what SHE believes and not what the other girls believe. She will not be judged by others’ choices.
* If she somewhat agrees then she can move a bit away from the wall and if she has no opinion then she should stand right in the center.
* Once the girls have found their spots, ask for volunteers to explain why they chose to stand where they did. Ask a few volunteers if their response to each question has changed since we began Vision not Victim.
* After going through the list here, ask for volunteers to read off a few statements and lead the activity.
* Blue is the best color
* Chocolate is disgusting
* There are certain professions that a woman can’t be
* There are certain professions that a man can’t be
* All girls like cooking and cleaning
* It is best if a woman doesn’t have a career
* I can achieve anything if I work hard
* I know what I want to be when I grow up
* I know how I will achieve my dream
* My parents will prevent me from achieving my dream
* My community will prevent me from achieving my dream
* I know what a mentor is.
* I have a mentor.
* Culture and tradition are very important
* Culture and tradition should never be questioned
* If you are a girl, it is better to be pretty than smart
* Men are better leaders than women
* It is okay for a man to hit his wife and children if he feels it is necessary
* It is okay for a man to hit his wife if she talks back to him
* If someone hurts me I should tell someone and get help
* If someone hurts me I know where to find help
* Girls are just as important as boys
* I feel good about who I am

At the end of the exercise ask the girls

- Which statements did you feel the strongest about?

- Which statements were you unsure about how you felt?

- Were their statements we all disagreed upon? What were they?

- Do you feel like your thoughts about any of these statements have changed since we started Vision not Victim? Why or why not?

**Activity: M&E Printed Photos**

**Section**: M&E

**Goal:** Girls reflect on what they have learned and experienced over the past sessions.

**Key Question:** What have I learned? Have I changed?

**Materials needed:** Printed photos from the group camera and chart paper.

**Time:** 20 minutes

**Notes to facilitator:**

**Directions:**

Print out the photos that the girls have taken with the group camera over the previous sessions. Place them on the table and ask the girls to pick out the 15-20 photos they think are the most important. Tape them to chart paper leaving plenty of space below. Ask the girls to reflect on the moments in these photos and why they are important – what was happening here? What did you learn? What changed for you? Ask the girls to write their responses below the photos – these don’t have to be full sentences – just words and phrases. After bring the group together and talk through each photo and their thoughts. Make sure to document their reactions and reflections, as this will be a measure of the program.

**Free time, good-byes, and distribution of gifts**

**Activity: Group Gift**

**Section**: Closing

**Goal:** Girls reflect on their friendships and what they hope and wish for the other members of the group

**Key Question:** What do I hope for my friends in this group and for myself?

**Materials needed:** Paper, markers

**Time:** 15 minutes

**Notes to facilitator:**

**Directions:**

Ask everyone to sit in a circle. Give each girl a two pieces of paper. Ask her to think about a gift she wants to give every girl in the group. It can be something abstract for example, I give the group the gift of my friendship, I give the group the gift of always listening to their problems, I give the group the gift of always supporting them. The girls should write or draw these on their paper and fold it in half, putting it in a pile in the center of the room.

Next, as the girls to think about a hope they have for the group and complete the sentence I hope you…. An example might be, I hope you find success, I hope you are always surrounded by people who love you, I hope that you finish school. She should write or draw this hope on her second piece of paper, fold it in half and put it in a second pile in the center of the room.

One by one have a volunteer open up the pieces of paper that are gifts. The girl who wrote the gift should explain what she is giving to the group. Repeat this with the hopes as well. After each piece of paper is explained tack them up to the wall so the girls can see what they collectively have given each other and what their group hopes are for the future.